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ABSTRACT

This report on the first stage of a proposed two-stage project, provides, in nontechnical language a general consideration of the relationship between higher education and employment that is intended to provide a policy background to the specific measures that will be elaborated in the second stage. The report also presents an account of the scale of the problem, including some observations on some of the characteristics of graduate employment. The report gives an account and analysis of what employers expect of graduate employment. Attention is focused on the specific qualities and skills sought by employers. Existing bridges to employment for unemployed graduates are also surveyed. The report concludes that what the bridges have in common is an attempt to restore lost confidence and to equip the unemployed graduate rapidly with basic knowledge about the graduate labor market and with the necessary skills of job search and job acquisition. Finally, the desirability of a program of career education intrinsic with degree studies is considered. Data tables and narrative analyses of the data are appended. A 46-item bibliography and index are also provided. (YLB)

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UNEMPLOYED GRADUATES: A WASTED NATIONAL RESOURCE

FEU REPLAN NO. 358

W J Morgan and N T Scott

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FOREWORD

This enquiry originated in a discussion in 1985 between the Centre for Labour & Management Studies and the Careers Advisory Service at Nottingham University during which it appeared that even during the improving employment market there were still numbers of graduates unable, sometimes for quite long periods, to make a satisfactory entry into a suitable career. After some preliminary work to check the validity of this impression, together with any remedial programmes which might exist, including a visit to Denmark where similar problems were being experienced, an approach was made to the Further Education Unit with a research proposal. After a thorough examination of the proposed enquiry the FEU generously agreed to finance it under the terms of the DES/REPLAN programme as a two-part operation. Part I extended over twelve months during which time the scale and nature of graduate unemployment was reviewed together with current programmes for tackling it. Proposals for additional measures thus emerging (see Recommendations Section, Para. 7.12, pp.47-48) will now be tested in a subsequent Part 2. It is intended that a report on the complete project be produced towards the end of 1988.

ACKNOWLEDGEMENTS

We wish to acknowledge the encouragement and assistance given by the members of the Steering Committee; Mr Martin Johnson, Chairman (Further Education Unit), Dr F J Bayliss (formerly Department of Employment), Dr G Ferres (National Union of Students), Mr M Roberts (Association of Graduate Recruiters), Mr B Steptoe (Association of Graduate Careers Advisory Services), Mr J Stephenson (North East London Polytechnic), Professor O Stevenson (University of Nottingham). We wish to thank also the employers, academics, staffs of agencies and government departments, as well as many graduates, both employed and unemployed, who assisted in the preparation of the Report.

Amongst organisations and individuals whose help has been especially valued during the work on this project are the following:

the Association of Graduate Careers Advisory Services (AGCAS) and its chairman 1985/87 Dr Bernard Kingston;

the Association of Graduate Recruiters (AGR) formerly known as the Standing Conferences of Employers of Graduates (SCOEG);

the Central Services Unit and its director Mr H B Putt;

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Dr John Brennan, Council for National Academic Awards (CNAA) and Dr Philip McGeevor, South Bank Polytechnic, for permitting early sight of their 'Graduates & Jobs' report under the Higher Education and the Labour Market (HELM) project;

Mr Christopher Rice of the Graduate Bridge Programme, Trent Polytechnic;

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Mr Malcolm Jennings, Director of BA & BSc programmes and his colleague, Ms Val Butcher, Careers Adviser, at the College of Ripon & York St John, for sharing with us their pioneering experience in running the career orientated degree pattern.

Finally, we wish to recognise the assistance given by Mrs Judy Rose, who typed the final Report and by Mrs Jo Morgan, who prepared the index.

UNEMPLOYED GRADUATES: A WASTED NATIONAL RESOURCE

REPORT OF STAGE ONE: FURTHER EDUCATION UNIT REPLAN NO. 358

1. INTRODUCTION

1.1 This enquiry into the problem of graduate unemployment in England and Wales has been undertaken by staff of the Centre for Labour and Management Studies, Department of Adult Education, University of Nottingham, under the terms of a Further Education Unit Replan project.* The aim of the enquiry has been to indicate briefly the scale and characteristics of unemployment amongst graduates, to survey existing bridges to employment for such graduates and to outline, from best practice, trial curriculum packages that may be transferable in their application. Such programmes could be offered by any organisation or institution, engaged in education and training, which sought to provide a bridge to employment for unemployed graduates. It is intended that these be elaborated and evaluated during Stage Two.

1.2 In 1986, the latest year for which data was available, there were over 8000 UK graduates noted as unemployed six months after graduation. The position of a further 15,000 were classified as 'unknown'. Graduates in certain fields, particularly the Arts, some Social Sciences and certain of the Pure Sciences are over represented in these groups. Although affecting only a relatively small proportion of graduates (less than 10%) and certainly temporary for many of the individuals, unemployment is

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* Appendix A

personally distressing and socially wasteful. Of course this is true of all unemployment, whoever is affected. In the case of graduates however it is compounded by the fact that they represent a considerable public as well as personal investment. The unemployed graduate is highly educated and yet remains unable to use that strength to individual and to social advantage. There is some experience both in the UK and in Western Europe, notably Denmark and the Federal Republic of Germany, of the provision of bridging courses to employment for graduates in this unfortunate position. Such examples may provide the starting points for the development of pilot programmes aimed at alleviating this common problem.

1.3 METHODOLOGY: There have been five strands to the enquiry:

(a) A definition of the scale and characteristics of the problem of graduate unemployment.

(b) A limited postal survey of both 'unemployed' and 'unknown' recent graduates about their perception of the obstacles to employment.

(c) A review of the graduate labour market, together with a summary of what employers and potential employers expect from graduates as employees.

(d) A survey of existing bridging opportunities, both in the UK and elsewhere in the European Economic Community. This will include short case studies.

(e) The analysis of best practice in order to produce outline curricula which may be used in the future development of bridging courses.

1.4 Other related research has been taken into account during the preparation of this Report. There has also been an opportunity to reflect on the curricula of degree studies themselves, though, as that was not the main object of the enquiry, only tentative observations have been made. The lessons of the project for career guidance, prior to, during and after degree courses, has however, been taken into account. The potential for self-employment and for employment in small and co-operative enterprises has also been noted.

1.5 A Steering Committee, including representatives of the Association of Graduate Recruiters, (formerly the Standing Conference of Employers of Graduates), the National Union of Students, the Association of Graduate Careers Advisory Services, the Universities and the Polytechnics, together with the Further Education Unit who commissioned the enquiry, has monitored and supported the project (See Appendix for the complete list). The project staff have been Mr W J Morgan, Lecturer in Social and Political Sciences, Mr N T Scott, former Head of the Careers Advisory Service, both of the University of Nottingham, together with part-time secretarial assistance.

2. HIGHER EDUCATION, GRADUATION AND EMPLOYMENT

2.1 In an article in The Financial Times (26 July, 1986), entitled 'The Great Education Mismatch', the question was asked, 'Where have all the graduates gone?' It was a question asked, apparently, by many British employers during the summer of 1986. The universities, polytechnics and other higher educational institutions had awarded bachelor's degrees to more than 100,000 young people, yet some employers were finding it hard to sign up the graduate recruits they required.

2.2 At the same time, however, it was probable that over ten thousand new graduates in Britain did not have a job of more than short-term duration. The main reason for the imbalance between supply and demand was said by The Financial Times to be ' . . . the fact that some people whom the academic system thinks worthy of a degree are not to the liking of employers in the market and vice versa'. The problem was aggravated apparently by three further factors:

a. The understandable reluctance of some newly qualified graduates to take a job in haste.

b. The allegedly over-rigid selection criteria used by some employers.

c. Lack of knowledge of the market, that leads to poor self-presentation by both potential employees and employers.

2.3 There is also a more fundamental relationship that may explain the mismatch identified by The Financial Times article. This

is the one between higher education and employment, which has been the source of keen debate for at least the period since industrialisation and perhaps earlier. The question at issue is whether the central function of higher education is to service the needs of the economy by preparing students directly for employment or whether its purpose is their personal intellectual development and potential for a wider social contribution. The latter will improve career prospects, though often indirectly, without that possibility serving as a determining criterion in the construction of the curriculum. As Professor A H Halsey said in his Chairman's Report to the Higher Education Group Conference, 'Institutions Under Pressure' at Oxford in 1986, 'Who Owns the Curriculum of Higher Education?'

2.4 An extreme claim for the autonomy of the universities may be found in the following, taken from an article published in 'Higher Education Review' in 1986:

> 'If British business and industry is as incompetent as the normal appeal to universities implies (though does not state explicitly, of course), perhaps we ought out of charity, to do what we can, but it is a gross distortion of reality in this case to suggest that the value of universities lies primarily or even at all in remedying the failures of others. As universities, British universities over the last one hundred years have been a conspicuous success. During that time British business and industry has been, in certain respects, an equally conspicuous failure. Now it seems, government and industry would like

us to distort reality by attributing the blame in a way inconsistent with the facts.'

Most higher education has, however, been more consciously vocational in approach. The vast majority of students and their overlapping private and public sponsors, family and taxpayers to the State, expect higher education to lead to career opportunities that will result in both personal and communal benefit.

2.5 When the demand for highly educated employees is buoyant, students and teachers alike can afford to be confident about the intrinsic intellectual worth of their joint endeavour. An over-supply of graduates, either absolutely or in particular disciplines or subjects, undermines such complacency quite quickly. Employers, operating in a buyers' market, can and do show preference for those graduates who, in their opinion, possess the knowledge and skills directly relevant to their likely employment condition. The consequence of such an academic labour market environment is a shift by the students themselves, usually encouraged officially and unofficially by their sponsors, public and private, to more narrowly vocationally specific subjects. This tendency has been quite unmistakable in the developed capitalist countries over the last twenty-five years, as a recent Carnegie Foundation Study (1986) has shown.

2.6 It is worth emphasising some basic points:

Young people in the United Kingdom who have taken full-time or

sandwich courses leading to a degree or higher education diploma are usually between twenty and twenty-two years of age before they start their first 'permanent' job. This after seventeen years of full-time education: a considerable personal, family and public investment. Whilst many final year students have a clear idea of the employment they wish to enter, many others, and in particular those who have followed vocationally less specific courses, often have considerable difficulty in deciding on the kind of work they wish to undertake upon graduation. The majority are assisted by their Careers Advisory Service, but this is almost always operating, as it were, after the event, ie. the students choice of degree subject. It can do nothing to overcome any lack of close correspondence between the supply and demand of highly qualified personnel because of the long 'lead time' in educational planning. The difficulties of planning in any fine detail, within a market economy, are notorious. Careers services cannot influence the state of the economy or the shape of the graduate labour market, apart from providing information about the past employment fortunes of their clients together with some estimates via employers of short term future demand, valuable though this is.

2.7 Academic commentators on the economics of higher education have observed that the pattern of demand for graduates has altered over three general periods:

a. In the period before 1950, when graduates were a comparatively rare commodity, they were employed mainly in the public service, especially in education and in a few 'blue chip' industrial firms.

b. In the period between 1950 and 1970, the numbers of graduates grew dramatically and they became both widely accepted and in strong demand by, usually fairly large scale, employers in both the public and private sectors of the economy.

c. Since the early 1970's until fairly recently the academic labour market has, generally, come to be dominated by the buyer rather than the seller, though there are marked differences according to qualification, degree classification and awarding institution. Moreover, the growth in the number of people securing first degree and equivalent qualifications has, in recent years, been accompanied by a slower growth in the kinds of posts that graduates have traditionally occupied.

The evidence, at least until recently, indicated a significant change in the patterns of graduate employment, which appeared to present some at least, with initial difficulty in finding employment that could provide the material and psychological rewards, together with the utilisation of talent, that could be regarded as an appropriate return on the many years of personal and social investment.

2.8 The employment and training opportunities open to graduates depend, in short, on a number of factors. These include the subject, performance and place of degree study, together with individual personality, interests and flexibility, coupled, crucially, with the condition of the labour market and a job

candidate's knowledge of it. School leavers have to ask themselves whether the transition to higher education represents in fact a worthwhile personal and family investment? Moreover, they have to consider whether, if the transition is made, they should take more account of the likely employment prospects of the different categories of graduate. The same questions are being asked, for political and economic reasons, by their public sponsors.

2.9 Certainly, employers have become increasingly selective about the qualifications of those they consider suitable for particular jobs, as well as about general academic standards of performance. Graduates with degrees in what are seen, from the employer perspective, as 'relevant' subjects obviously find it much easier to obtain satisfactory employment more quickly, than those with less vocationally specific knowledge and skills. This has led to pressure towards what has become known as the 'new vocationalism in higher education', with the danger of an excessively narrow specialisation, geared to short term market demands. Paradoxically, this approach often provides less flexibility than the traditional generalist three year degree education. Consequently, it has been argued that the fundamental questions for higher education policy makers are not those about the level of public investment or about the numbers and type of students who are able to gain access to it. (It is suggested that both should remain high, an assumption reinforced by the experience and practice of other advanced economies.) Neither is it uniquely about the particular subjects that

students choose to study. The question is as much about the nature of the curricula that they are offered and the manner and mode of their educational experience.

2.10 The recent official Green Paper on 'The Development of Higher Education into the 1990's' (CMND 9524, HMSO 1985) suggests that the size of the Higher Education sector should be geared to the crude demand for places. In its response, a very important source of employer opinion, the Association of Graduate Recruiters, argued that the central objective should be the development of a highly educated, adaptable workforce, capable of innovation and of motivating others. It went on to suggest that, by 1990, there could be a shortage of between 6,000 and 9,000 graduates annually, a forecast based on the Association's estimates of demand and the Green Paper's assumptions about graduate supply. This implies a buoyancy that contrasts with the faltering demand and associated unemployment of most of the last decade. The recent White Paper (CMND 114, HMSO 1987) acknowledges more directly employment needs.

2.11 Apart from any improvement that might be taking place in the economy as a whole, there are two basic explanations for the trend forecast by the Association of Graduate Recruiters. They are:

a. The increasing complexity, flexibility and sophistication of employers' operations, not only in industry and technology, but also in business administration, financial services and public administration, which has been

accompanied by the need for staff who are well-educated and capable of keeping pace with change and development. The material rewards and possibilities of promotion have increased also.

b. New sectors of potential employment are opening up to the graduate. In part, these are being created by established organisations responding to the pressure mentioned above. A recent sample check, quoted in a local Careers Service discussion document, showed that at least 25% of the companies quoted on the Stock Exchange Official List were not yet regular recruiters of graduates. In addition, smaller scale enterprises, often utilising or developing high technology, are recruiting graduates on an increasing scale. There has also been a small, but interesting trend for graduates, some newly qualified, to set up their own enterprises, either individually or co-operatively.

These trends carry with them important implications for graduate employability. The demand for graduates is likely to increase, while the supply is likely to remain fairly inflexible, at least over the next decade. This would seem to presage a return to a sellers' market. The paradox is that there remains a significant pool of unemployed graduates, while recruitment and rewards are competitive. Employers are in need of highly qualified personnel and many look to graduates to fill the gap. Understandably, however, they insist on setting their own criteria for actual employment, which are not always met by

graduate applicants. Hence 'The Great Education Mismatch' referred to at the beginning of this section.

2.12 The question remains however, whether or not employers should train their own specialists, at their own expense (as the accountants do) rather than expect this task to be undertaken by the Higher Education system. The rate of change in the economy is so considerable, that it would be perhaps unreasonable and even inefficient to expect those in Higher Education to be immediately responsive to it's demands. More important is the dedication to nurturing those general qualities which may later be adapted to vocational requirements.

3. THE SCALE AND CHARACTERISTICS OF GRADUATE UNEMPLOYMENT

3.1 The most obvious measure of unemployment amongst new graduates is that contained in the First Destination Returns produced annually by the University Grants Committee and Committee of Directors of Polytechnics. The information thus presented relates to the position some six months after graduation and must therefore, to some extent, be regarded as an interim picture since many graduates will, in fact, find work during the following few months. Nevertheless, because the FDR has been compiled from information provided by Careers Advisory Services in the same form and over many years, it provides a times series which offers an invaluable guide to trends.

3.2 In 1964, when all graduates (25,000) were products of universities only, the proportion designated 'Still Seeking Work' (ie. unemployed) at the year's end was 3%, with a further 4% classified as 'Untraceable' (ie. unknown). Since then, following the expansion promoted by the Robbins Report, the creation of the polytechnics and the extension of Council for National Academic Awards validation to other Local Education Authority colleges, the comparable proportions for recent years are two or three times as great. For example, in 1986: Unemployed - 7.5%; Unknown - 14%. Even assuming that unemployment amongst the 'Unknowns' is no greater than that of the 'Knowns' the number of graduates concerned exceeds 9,000.* This bears comparison with the findings of the Department of

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* Appendix B

Employment Labour Force Survey of March 1985, which estimated 27,000 (+/- 5,000) graduates under the age of 25 as then unemployed.

3.3 Other evidence suggests there may be an appreciable mismatch between education and employment, with graduates filling short-term, part-time or otherwise unsatisfactory placements in addition to those classified as unemployed. The early job-hunting experience of graduates was plain, for example when in March 1985 Nottingham CAS advertised a clerical post (information assistant), and received 160 applications of whom 138 were graduates, many with good honours degrees. A follow-up enquiry six months later revealed that many were even then still without suitable employment.*

3.4 A survey** was conducted amongst a larger group in January 1987 using a fairly simple questionnaire, whose content had been agreed with AGCAS and with CSU. One thousand were sent out and from the 330 replies some interesting data emerged. Respondents classified themselves mostly as unemployed (51%) or in temporary work (35%) the remainder mainly declaring that they were in career posts but seeking a change. A handful only were pursuing further academic courses or had embarked upon Manpower Services Commission programmes. Arts and Social Science graduates were more likely to be unemployed or in part-time jobs, women being under-represented as against men. Sandwich degree holders were also less likely to be in job-seeking

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* Appendix C ** Appendix D

categories or part-time work. Polytechnic graduates, apart from the sandwich course group, were over-represented in the sample and clearly had more difficulty in the labour market than their university colleagues. Overall, however, the sample of those unemployed and in part-time jobs did not appear to be characteristically different from the general run of graduates, ie. including those who had gone straight into full-time employment.

3.5 Respondents were asked to comment on their personal experience of job-search. Their observations showed that many had used either their own Careers Advisory Service or one at a more convenient location via the Mutual Aid scheme run by AGCAS. It was recognised that lack of resources severely limited the amount of help available to graduates, attention being naturally directed primarily to undergraduate students; some felt this lack very keenly. Few had used the government agencies, Manpower Services Commission or Professional and Executive Register. Those who did almost universally declared them to be of little help. Encounters with employers had often been painful as well as unproductive, though there is evidence from elsewhere* of a resilience to meet the challenge. Many suggestions were made as to how graduates might be better equipped with vocational skills, especially in computing or business methods, together with better application and interview techniques, greater knowledge of the labour market and the need for some kind of earlier exposure to work experience.

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* Appendix E

3.6 It has long been apparent that longitudinal studies are needed to gain a more accurate picture. For example, as early as 1959 at the Biennial Conference of Appointments Officers (ie. Careers Advisers) at Nottingham University, this need was noted. On that occasion Sir Solly (now Lord) Zuckerman, in offering congratulations on progress achieved with the FDR* urged that follow-up surveys be also instituted. Resources for this have not, however, been generally forthcoming. Some individual institutions have made limited studies of graduate career progression and, more recently, particular academic or professional groups (eg. Philosophy, Psychology) have conducted surveys of graduates from those disciplines. The pioneering work of Kelsall and Rudd, which recorded the progress of a substantial 1960 cohort after seven years, was not published until 1970, by which time changing conditions had reduced its value.

3.7 Currently an important large-scale piece of work is available in the 'Graduates at Work' survey by Brennan and McGeevor published by CNAA in November 1986. This study followed a 10% sample of polytechnic and LEA college graduates of 1982 spread across representative subjects in appropriate proportions and with regard to the gender balance. In practice the response rate substantially diminished over the three years of the study, but the sample make-up remained consistent enough to justify the authors' confidence in the results. Although the study was primarily concerned with employment patterns and their relation

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* First Destination Return (university graduates)

to degree studies, it also provides evidence of unemployment and under-employment. The proportion of respondents shown as either unemployed or in part-time or occasional work only was almost one quarter after one year and still amounted to ten per cent at the end of the three years.*

3.8 There were differences according to the subject being studied, with Arts, some Social Sciences, Art and Design groups being most at risk.** Women were less likely than men to be classified as 'unemployed' (confirming the FDR picture) but their access to higher grade jobs was markedly less. The qualitative element in early employment patterns generally is illustrated by the fact that respondents were frequently in jobs not evidently challenging their capacities. From 1600 respondents*** 60% of men said they were in 'preferred' occupations with 40% having accepted merely 'convenient' posts, the figures for women being 53% and 47%, ie. a greater acceptance ratio. (cf. remarks by Ms Olive Schill, then Secretary of Manchester University Appointments Board to a pre-war Conference (1939), that women were easier to place because they were more prepared to enter 'follower' posts rather than seek 'leader' positions.)

3.9 What becomes clear from all the evidence in surveying the unemployed graduate scene is that many, even amongst those who obtain a post fairly quickly, are ill-equipped for their initial sorties into the job market and that doubt remains, certainly amongst prospective employers, about the effectiveness of their

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* Appendix F ** Appendix B (Table 3) *** Appendix G

contribution were they to be engaged. The lowering of morale after a prolonged period of unemployment or under-employment is not of course unique in graduates, but if it reduces their capacity to make an effective social contribution and thus invalidates the expensive personal and public educational investment which they represent, then the phenomenon must be taken seriously.

3.10 Amongst the factors influencing graduate early encounters with the employment market are class or degree, place of study 'A' Level attainment, gender and ethnic origin.

An unmistakeable feature however of the data on graduate unemployment emerging from this study, from the HELM* report and from extensive work by Jason Tarsh (DES) is the differential incidence according to subject of study with, eg. most Arts, some Social Studies and some Biological Sciences being more highly represented than, for example, Engineering, the Physical Sciences, Maths and Law. This evidence should be interpreted with caution for it may well say as much about the nature of the individuals concerned as about the particular degree discipline. What is clear from the experience of various transition programmes (Appendix H) is that with appropriate facilities such graduates readily acquire marketable skills, ie. they have learned how to learn - the basic educational objective.

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* Higher Education and the Labour Market

4. WHAT DO EMPLOYERS EXPECT FROM GRADUATE EMPLOYEES?

4.1 In 1963, the Robbins Report on the Future of Higher Education, identified four basic objectives, of which the first was ". . . . instruction in skills suitable to play a part in the general division of labour."

The expansion that ensued did not follow the suggested pattern, with its emphasis on scientific and technological subjects. Indeed, in 1981, an official publication, 'Graduates and Jobs' (published by the Department of Education and Science and the Department of Employment) suggested that degree subject was the key factor in determining whether a new graduate was classified as 'unemployed' in the First Destination Returns. The experience of careers advisers, however, supported by recent research, challenges the absolute hegemony of this assumption. In addition to subject of study, the level of degree classification, degree awarding institution, gender and ethnic origin of candidates, all have a significant influence on the speed and level of their entry into employment.

4.2 It should be remembered also that, whatever the intrinsic value of the degree qualification, because of greatly increased numbers of graduates, its positional value in terms of status has diminished. The traditional 'graduate job' carrying with it almost automatically a superior level of responsibility and, usually, remuneration, has become less available. At the same time, other opportunities, with often greater material rewards, if less security, have opened up. It is now, in fact, more

accurate to speak of a number of developing graduate labour markets, than the traditional, and predictably narrow outlets. It is also worth noting that graduates, and other professionally qualified people are relatively poorly represented within industrial, commercial and financial management in this country. This fact both distinguishes and disadvantages the United Kingdom, as it attempts to survive within an increasingly competitive world market.

4.3 There is, therefore, both a need for highly qualified personnel and, at the same time, a relative closure of traditional graduate employment outlets. This has resulted in the 'educational mismatch' referred to earlier. To some extent, it may be explained by a vocational naivety on the part of many graduates which includes:

a. Inadequate knowledge of the general labour market.

b. Insufficient knowledge of the actual requirements of specific occupations and the material rewards offered.

c. Failure to make an accurate self-assessment which can lead to poor personal presentation to a prospective employer.

These weaknesses may be aggravated if the degree subject is perceived to be without obvious vocational relevance to employers and is accompanied by a modest or poor academic performance. Without appropriate guidance or assistance, a graduate with these weaknesses may find initial difficulties prolonged and receive successive rebuffs from employers, with a

consequent loss, both of presentational impact and of personal morale.

4.4 The most obvious starting point of advice and help for unemployed graduates, is to consider what employers in fact look for, in their search for fresh, highly qualified employees. This may be summed up in three basic categories:

a. Candidates for those jobs which require an exceptional level of knowledge and skill, of a type which can only be secured after following the degree course, or equivalent professional qualification, perhaps even at a postgraduate level.

b. Candidates for those jobs for which certain degree subjects are considered appropriate, but where the essential professional expertise will be developed by specially designed employer training programmes.

c. Candidates for those jobs where the necessary professional expertise is acquired through experience, coupled with on the job training, and where the subject of the initial entry qualification is considered immaterial. Some 35% of all current graduate vacancies are open to students from any subject background, although knowledge of mathematics or some form of numerical competence is often a preferred attribution for such posts. This category also presents the best opportunity for an employment expansion that can utilise the general rather than specific qualities of graduates.

4.5 The reality for most graduates is that the importance of their initial degree qualification will diminish rapidly once in employment. The expectation of employers is that intelligent, highly qualified, relatively well-remunerated personnel will be dynamic rather than static, providing both initiative and leadership to the enterprise. This means that employers will look beyond a prospective employee's degree subject and classification, for evidence of those qualities which may be developed, through experience and training, into the skills which will bring success in the exposed world of paid employment.

4.6 Surveys and reports undertaken by organisations as varied as the Association of Graduate Recruiters (formerly the Standing Conference of Employers of Graduates), the Confederation of British Industry, the National Advisory Body for Public Sector Higher Education and The Sunday Times newspaper, all agree that what concerns employers increasingly, is that more should be done to give students on all types of course, the skills that industry and commerce actually want. It has already been indicated that these are not, in fact, exclusively specialist or technical vocational skills, though these are likely always to be required. What is demanded also are what some educators call 'transferable, personal skills', which can be adapted to a variety of tasks in a number of jobs.

4.7 Such skills include communication, ie. the capacity to understand and explain, decision-making, numeracy, the willingness to accept responsibility, solve problems and engage in

team work, together with an awareness of employment opportunities and realities. The acquisition of such skills, though important generally, is particularly so for graduates in subjects which are less vocationally specific and may prove a lifeline to those having difficulty finding satisfactory employment.

5. EDUCATION, SKILLS AND EMPLOYMENT

5.1 Those responsible for shaping Higher Education policy have been conscious of this aspect of undergraduate education. In the foreword to the pamphlet, 'Transferable Personal Skills in Employment - the Contribution of Higher Education ' (NAB, May 1986), the Chairman of the National Advisory Body, Mr Christopher Ball, reminds us that the importance of such skills had been identified earlier in a statement, 'Higher Education and the Needs of Society', published jointly with the University Grants Committee in 1984. This argued:

> 'Specific knowledge quickly becomes outdated and the context in which it is applied rapidly changes. Initial higher education, particularly at diploma and first degree level, should therefore emphasise underlying intellectual, scientific and technological principles rather than provide too narrow a specialist knowledge. The abilities most valued in industrial, commercial and professional life, as well as in public and social administration are the transferable intellectual and personal skills. These include the ability to analyse complex issues, to identify the core of a problem and the means of solving it, to synthesise and integrate disparate elements, to clarify values to make effective use of numerical and other information, to work co-operatively and constructively with others, and, above all perhaps, to communicate clearly both orally and in writing. A higher education system which provides its students with these skills is serving society well.

5.2 It may also be worth noting from the same document that the CBI, in its evidence to the Select Committee on Education, Science and the Arts, in 1980, was critical of the neglect of such qualities, particularly by those responsible for technological education. It commented:

> 'The complaint which we frequently get from companies is that . . . the people who come out of technological disciplines are all too often less lively as people than those who have done less relevant subjects like the arts. We would like to see somewhat greater weight attached to the personal qualities, such as motivation, ability to get at and solve problems. This does not necessarily come out in some of the applicants we get.'

5.3 This point of view has been reinforced by a recent study of 'Expectations of Higher Education', (Brunel University, 1986). 139 employers, of varying size were surveyed and the report concluded:

> While most used academic qualifications in pre-selection and in screening recruits, the final decision about which candidates to employ was made on the basis of non-academic criteria. Whilst academic qualifications target employers to a given level of ability, non-academic qualities which the employers want may override academic qualifications.

5.4 Further evidence of employer concern with these matters is provided by the response of the Association of Graduate Recruiters (then SCOEG) to the Green Paper on the Development of

Higher Education into the 1990's. A resume of 'What Employers* Look for in their Graduate Recruits' was prepared by Mr P Dutton, of Proctor and Gamble Limited, a company employing a large number of graduates. This was based on material derived from a survey of SCOEG members conducted by Mr M Roberts in January 1985 and is given below.

5.5 Standing Conference of Employers of Graduates (SCOEG) (now the Association of Graduate Recruiters - AGR)

What Employers Look For In Their Graduate Recruits

A. Introduction

The employability of graduates is often assumed to be simply proportional to the 'relevance' of their degree subject and the level of their academic attainment. This is an over-simplification. This paper, based on a major survey of graduate employers and other research, summarises the much broader range of qualities sought by employers and offers suggestions on how these might be cultivated.

B. The Employer's General Approach

Many types of employment require a level of specialist knowledge and skill which can only realistically be obtained through a relevant degree course (and perhaps post-graduate work). Scientific research and development is an obvious example.

At the other extreme, there are many posts for which the necessary technical expertise is better acquired through

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* 'Employers' includes the armed forces, public services generally and the professions.

training and experience and when the degree subject is largely immeterial. Marketing is an example.

In between, there are posts in which a relevant degree may be helpful but the necessary expertise may be developed through employer training programmes. Certain kinds of financial and computing work fall into this category.

For most graduates, the importance of their degree is likely to diminish rapidly over time. If they are to fulfil their own, their employers' and the community's expectations, they will move from managing themselves and their own work into positions where they will be managing other people and the total resources of their organisation. They will need to become leaders.

Recognising this, employers look beyond the degree subject when recruiting graduates. They look for breadth in education and attainment. They also look for evidence of a range of personal qualities which can be developed, through training, into the personal skills which leaders need. These skills are often referred to as 'enabling skills' because they enable the holder to develop, apply and put to practical effect his or her ideas.

C. Qualities Sought in Graduate Recruiting

Employers specify a wide range of qualities and describe them in different ways, but the following emerge as 'core' qualities valued by most employers. (They are not listed in priority order.)

Technical Capability

Does the candidate have the appropriate technical qualifications, if required? Has he/she the ability to acquire technical skills through training? Will he/she be able to apply basic management techniques (such as use of statistics, data analysis, scheduling, computer applications, etc.)?

Brainpower

Most employers judge intellect in terms of output. In other words, they are interested in how effectively the mental horsepower is transmitted to the wheels.

Communication

This covers both oral and written communications and includes the ability to receive as well as transmit. Employers report that communications skills are those most noticeably lacking in graduate applicants.

Leadership/Team Working

Since most graduates are recruited in the expectation that they will progress to senior positions in their organisation, leadership potential is important. Team-working ability is needed because work is increasingly done in teams - formal and informal, specialist and interdisciplinary, long-tern and project-based.

Problem Analysis and Solution

Grouped under this heading are factors such as clarity and logical thought, ability to identify key issues and reconcile conflict, ingenuity in the creation of solutions, effectiveness

under pressure, concern with priorities. In other words, will the graduate cave in or save the day?

Achievement

Does the graduate set and achieve demanding goals - for himself and other people? Employers need people who will help move the organisation forward.

Adaptability

Is the graduate change-oriented? Can he/she initiate change and respond appropriately to changing circumstances? More generally, does the graduate have the breadth - in intellect, interests, knowledge, attitudes - to adapt to changing demands?

Could Universities/Polytechnics do More to Develop These Qualities

"Yes", say the majority of employers. The point is made that the most valuable opportunities which students have to develop, practise and demonstrate many of the key 'enabling skills' are in extra-curricular activities. (Incidentally, since organised extra-curricular activities seem to attract more Arts and Social Science students than Science and Engineering students, the latter may be at a disadvantage in this respect.)

D. Employers argue that some adjustments to teaching methods and course content would promote the development of the qualities they seek. For example:

Group Work

More group projects, group tutorials, etc. will help develop team-working skills.

Discussion/Argument

More seminars and discussion groups will enable students to present their ideas to others and respond to challenge.

More Inter-Disciplinary Exchange

This is of two kinds. First, 'arts and sciences' students should be encouraged to devote more attention in their own work to the traditional strengths of the other (eg. more attention to data collection and analysis by 'arts' people and to argument and presentation by 'science' people'. Second, each group should be given the opportunity to explore the mainstream development of thought in their 'opposite' area (eg. basic concepts, schools of thought, history of development, current priorities).

More Project/Research Work

This will enable students, individually and in groups, to take more responsibility for their own development, learn to manage their time and other resources, set goals for themselves, develop their working methods and, in some cases, experience greater contact with a variety of people outside the academic environment.

Basic Skills Courses

Short courses in presentational skills, time management, handling numbers, idea creation etc., would probably improve academic performance as well as employability.

E. Is This Really Important?

It could be argued that such changes are unnecessary, since

employers are perfectly capable of taking intelligent people, able and willing to learn and providing the training necessary to develop the personal skills needed. The problem with this argument is that not all graduates will have equal capacity to develop these skills and that selection processes are much more reliable when evaluating past performance than when predicting untried potential. Consequently, the value of providing students with opportunities to develop personal skills within their academic courses is that:

(a) Students will have a clearer idea of where their talents lie, which will be helpful in their planning for the future.

(b) They will be able to present themselves more effectively to those prospective employers who seem to offer the best 'fit' for their talents.

(c) Employers in turn will have more data on which to base selection decisions - and better decisions are in the interests of both parties.

Additionally, one of the potential growth areas for graduate employment is with smaller organisations, possibly new to graduate recruitment. Such organisations may not have the resources to provide the range of management training available in larger organisations.

F. How Might Employers Help?

Many employers already contribute to the development of

students' personal skills through co-operation in Careers Advisory Service activities, the CRAC 'Insight into Management' programme and the activities of AIESEC and the student Industrial Societies. Many also run their own vacation training courses for students. Interest among employers is sufficiently high to indicate a potential extension of such activities, provided suitable mechanisms can be found.

5.6 These requirements were recognised as important by the National Advisory Body in the foreword to its report cited earlier (p.24) on 'Transferable Personal Skills in Employment - the Contribution of Higher Education' which stated:

- Employers - who rightly set a high value on transferable skills - often describe them in terms of communication, problem-solving and team work. Most courses in British higher education offer opportunities, often indirectly, for the development of communication and problem-solving skills: but opportunities for the development of the inter-personal skills (implied in the phrase 'teamwork') are less commonly found as part of a course. It is often the social and cultural life of students, including political activity and sport, that provides them with an informal education in inter-personal skills and teamwork.

5.7 It is important to note that the Robbins Report, also mentioned earlier (p.19), although it excluded detailed treatment of the graduate labour market, did observe of students that it would be naive to expect that the vast majority would pursue their studies, let alone diligently, were there 'no significance for

their future careers'.

5.8 Today, a number of Universities such as Sheffield, Nottingham and Cambridge, Polytechnics, such as Oxford, and Colleges, notably Ripon and York St John, have shown themselves to be aware of the problem. Most however, have been obliged to admit that the 'remedies are left largely in the hands of individual staff'. Again, the problem is frequently presented to the Careers Advisory Services, which are insufficiently resourced to offer anything substantial beyond fulfilling their conventional duties.

5.9 The University of Sheffield may be taken as an example of an institution of higher education that is both concerned by the problem and determined to tackle it. A recent discussion document (1987), 'Improving the Personal Skills of Graduates', identifies seven basic areas in which graduates should be competent, in addition to gaining scholarship in their specific subject areas.* The seven are:

Literacy - defined as the skill and confidence to be able to communicate in writing lucidly and without ambiguity.

Oral communication skills - defined as the ability to listen, to understand and to express ideas cogently and persuasively in a wide range of situations.

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* This initiative has resulted in the establishment of a Personal Skills Unit supported financially by private enterprise as well as the Manpower Services Commission and the Leverhulme Trust.

Numeracy - defined as the ability to understand and use numerical information with confidence.

Facility with computers - defined as the ability to understand and to utilise contemporary technology, within the context of everyday tasks.

Social competence - defined as the ability to co-operate with others in a variety of working environments, in solving problems, setting and achieving targets, planning and co-ordinating activities and motivating others.

Values clarification - defined as the ability to examine intelligently the ethical issues involved in decision-making and to respond to them in a sensitive way.

Self-Awareness and Development - defined as an increase in knowledge of one's abilities, needs and potential.

5.10 It is recognised that much traditional work with students already serves to develop such competencies. However, it is suggested that their clarification within the curriculum and emphasis through practice, would improve both academic and vocational potential. It is not suggested that there is a single solution that may be applied universally. The requirements and styles of institutions, faculties, departments, subjects and individuals are too varied and independent for that. What should be possible is a common recognition of the need to equip all students, not only with the elements of scholarship, but also with the skills that will enable them to gain employment and to contribute to both economy and society.

5.11 Such a recognition could lead to what has been called 'the integrated approach' to undergraduate education. Teaching staff, conscious of the broader need, could devise appropriate tasks and learning situations, without adding to the timetable. Here are some examples that have been suggested:

- Oral presentation might supplement or occasionally replace the written report: existing group tasks might be restructured to admit leadership roles, and to encourage common learning; disparate group tasks might be replaced by a multi-component single task requiring inter-group co-operation, thus demanding orderly and critical evaluation of opinions and perspectives. Case studies could be introduced to reveal the detail and complexities involved in practical decision-making.

In short, learning situations are created in which existing objectives may continue to be achieved, but enhanced by the experiential winning of important skills, in the company of others. Such an approach depends crucially on the recognition by academic staff of the place of enabling skills in a complete and rounded education.

5.11 What is offered in the next section is a brief survey of the bridges to employment, currently on offer to the unemployed graduate, together with some case studies. What they have in common is not so much the supply of some hitherto unacquired 'knowledge', though that may have its place, but the identification, clarification and development of transferable

personal skills that have somehow remained dormant. This process has not only proved successful in enabling unemployed graduates to secure and retain satisfactory work, but has also encouraged the confident and appropriate deployment of the scholarship acquired during their degree studies. This is important, as the experience of unemployment, even if relatively short-term, often carries with it disillusionment with their education and cynicism about the value of their qualification.

6. BRIDGES TO EMPLOYMENT

6.1 There are, first of all, Graduate Extension or Gateway Programmes, whose intention has been to match the education and presumed intelligence of graduates with the needs of small business. The latter are declared to have growth prospects but lack the management resources to carry them through. The graduate is offered the opportunity to acquire valuable skills and work experience in a fresh environment. The Gateway programme is thus presented as being of benefit to both the host business and the unemployed graduate.

6.2 During the first stage of a typical programme the participant is given an intensive three week training course (sometimes residential) provided by an educational institution, such as a university or a polytechnic, which deals with the special techniques and needs of small business management. No previous experience is demanded of the graduate participants.

During the second stage, which lasts for between twelve and sixteen weeks, the participant is placed with a host firm and required to undertake a specific project. These projects are determined jointly by the employer and the supervising educational institution, often with the advice of the local Chamber of Commerce. Successful projects have included, for example:

a. The setting up of a network of sales agents to facilitate the export of machinery.

b. The development of a computer system for stock control.

c. The creation of a new company 'image' for a firm making ventilation equipment.

6.3 To date Graduate Gateway programmes have been organised by over forty educational institutions throughout the country and have provided to date almost one thousand places. These schemes are sometimes in partnership with local Chambers of Commerce and have been almost always financed by the Manpower Services Commission as part of its Small Firms Programme. An age limit of twenty-five has usually been applied, places rarely number more than twenty on a course and competition for them is usually very keen, selection being undertaken by the Managing Agent. It is not apparent that there are clearly defined or generally agreed criteria for carrying out this selection process. (It is worth noting however that here, as in most other 'transition' programmes, candidates likely to 'succeed' tend to be chosen in preference to those whose needs may be greater but are thus less likely to attract employer interest.) The rate of eventual job placement is about two thirds. Some of the participants are offered permanent posts with their host firms, while others find employment with other small businesses or with larger employers (including public bodies) who value the experience and confidence they have acquired.

6.4 Secondly, the Graduate Enterprise programmes. These are intended for the relatively small number of graduates who have significant business ideas and who require additional training,

counselling and financial support in order to develop them. In recent years, such programmes have been offered at Business Schools - Cranfield (forty places), Warwick (fifteen places) and Durham (fifteen places). The scheme envisages six weeks full-time residential teaching interspersed with periods during which graduates carry out their market research and estimate resource requirements. Similar programmes have been offered at St David's College, the University of Wales, and at the University of Stirling, Scotland.

6.5 The Northern Graduate into Enterprise Consortium is also worthy of note. The consortium consists of institutions of higher education in the North of England and claims much broader objectives and philosophy than the Graduate Enterprise programme sketched above. The overall objective is declared to be the effectiveness and efficiency of the British economy by increasing the flow of highly qualified young people into the small and medium enterprise sector (SME), particularly in the North of England. Its more specific aims are to build the consortium by activities and programmes aimed at:

a. Creating a basic awareness of entrepreneurship and small business.

b. Providing an introduction to entrepreneurship through training.

c. Forming links with programmes such as Graduate Gateway and Graduate Enterprise.

d. The dissemination of the concept.

6.6 A further example of initiative is provided by the Combined Employment and Business Expansion Enterprise project, known, mercifully, as CEBEE. It was launched by the Employment Development Unit, Cambridge. It has been designed to promote employment opportunities by providing, for limited periods (5-25 days), the expertise needed to overcome specific obstacles in the development of small firms. It has received financial support from Local Authorities.

6.7 It should also be noted that the Further Education Unit has also made a direct contribution to Enterprise Education, notably through its Entrepreneurial Skills Conference in October 1985 and the accompanying discussion document 'Entrepreneurial Skills - A Curriculum Strategy for Self-Employment and Very Small Businesses'. Fresh information has been disseminated through the FEU Enterprise Education Bulletin.

6.8 Thirdly, there are various types of Transition or Conversion course. These are usually promoted and financed by the Manpower Services Commission. A typical example is the thirty-three week course provided by the South Bank Polytechnic, London. This offered an 'Introduction to Computing and Artificial Intelligence', together with a twelve week industrial placement. Applicants for the course should be unemployed graduates or the equivalent, in any subject. The course organisers imposed what was described as a simple pre-test, to demonstrate communication skills. Such courses prove successful in meeting short-term market demands and in providing the means to employment. A description of a conversion course

provided by an employer, without external support, is given as one of the case studies in Appendix H, together with a model from Western Europe. Apart from opportunities in information technology however, courses designed to provide employment opportunities in science or engineering are rarely available to graduates in the Arts or Social Sciences.

6.9 Finally, there are Re-Assessment Opportunities. These provide assistance with job search and are essentially ambulance or rescue work. They are provided by Careers Services, when resources permit or, ad hoc, by a number of other agencies. Such opportunities are known by a variety of names, such as Mutual Aid, Graduate Bridge, Graduate Refresher, Jobhunt, Graduate Link and so on, and may include self-help groups.

Courses offered vary in length from half a day (Professional and Executive Recruitment seminars) to eight weeks, non-residential. One of the most successful, Graduate Bridge, is given in Appendix H as a case study, but some others are also described briefly:

a. The PER has, for instance, provided travel and subsistence costs for unemployed graduates attending a two day residential course organised jointly by university Careers Advisory Services in Scotland.

b. The PER also provides its own monthly Jobhunt seminar which unemployed graduates may attend. It should be noted that in May 1987 there were well over 20,000 graduates (not all unemployed) registered with the PER. The service provides

either Graduate Post or Executive Post free of charge.

c. The University of Edinburgh Department of Extra Mural Studies and the Careers Advisory Service there have provided jointly an Employment Refresher course designed specifically to stimulate people with higher education into employment. A typical course has twenty participants, lasts for two weeks, is non-residential and is financed by the MSC.

6.10 The programmes mentioned above have the following elements in common:

a. An attempt to rapidly re-build lost confidence and morale.

b. A systematic approach to job hunting.

c. A refresher course in basic skills, eg. Jobsearch; C.V. Design; Application Forms and Letters of Application; Interviews; Recruitment and Selection Procedures; Negotiating the Job Offer.

6.11 The following case studies of bridges to employment are set out as Appendix H.

a. Graduate Gateway

b. Graduate Bridge

c. Graduate Link

d. Graduate Conversion

e. The Danish Example

f. Careers Education and First Degrees

7. CONCLUSIONS

7.1 Graduate unemployment is significant in scale and when underemployment (eg. short-term or temporary jobs) is added, represents a waste or misuse of an important educational and personal investment.

7.2 The problem is not unique to the UK but shared to varying extents by other advanced industrial economies, eg. within the EEC.

7.3 Long lead times and the need to maintain basic educational values in higher education mean that in a free, market orientated society, there can never be an exact match between graduate supply and demand.

7.4 Given this inescapable reality there is place for conversion (remedial) measures but more essentially there is need to ensure that higher education programmes contain elements of a systematic preparation for the changing world or work ahead of graduates, especially those not destined for a specialist or scholarly career. The inclination of government (ie. all governments) to treat employability as an important criterion for the availability of public funding is an earnest of this recognition.

7.5 In this context graduate job-finding programmes (eg. Graduate Gateway, etc.) should be supported with both public and private funding and, within educational institutions, career education needs to be treated as an essential element in degree programmes.

RECOMMENDATIONS

7.6 This report, together with some outline curriculum packages, which will appear separately, completes Stage One of the FEU Replan project No 358, entitled 'Unemployed Graduates: A Wasted National Resource'. It is submitted that the main objectives of the project have been achieved, although the project took on a rather broader dimension than was first intended. This broad approach was encouraged by the FEU and by the very experienced members of the Steering Committee. The degree of interest and support shown was considerable and the Project Team is grateful for it.

7.7 The report provides, in non-technical language, a general consideration of the relationship between higher education and employment that is intended to provide a policy background to the specific measures that are considered later. It also provides, limited by circumstances of time and resources, an account of the scale of the problem, including some observations on some of the characteristics of graduate unemployment. It must be remembered, of course, that the situation does not remain static and that what has been offered is, at best, a snapshot. Nevertheless, the picture provided may be used, together with material available elsewhere, to identify some key features which need further attention.

7.8 The report provides also an account and analysis of what employers hope and expect of graduate employees. This is of crucial importance, as, despite the recent buoyancy in the

graduate labour market, it is likely to remain dominated by the buyer rather than the seller. Despite the need of employers for highly educated personnel, there continues to be a 'mismatch' between the capacity of some people to secure a degree and their capacity to secure satisfactory employment. The report focusses attention on the specific qualities and skills sought by employers. In some cases, of course, the specific knowledge conferred by the study of a particular subject may be what is required. In very many cases, however, what an employer looks for is evidence of the possession of those personal and transferable skills that, ideally, the experience of higher education should enhance, whatever the particular subject or discipline studied. This indicates, by no means for the first time, that the clarification and development of such skills should be central objectives of higher education.

7.9 The report also surveys the existing bridges to employment for unemployed graduates. What they have in common is an attempt to restore lost confidence and to equip the unemployed graduate rapidly with basic knowledge about the graduate labour market and with the necessary skills of job search and job acquisition. Some also attempt to eliminate mutual prejudice, whether it be about graduates as employees or about the possibilities and rewards of certain types of employment. Finally, the desirability of a programme of career education intrinsic with degree studies is considered.

7.10 The existing bridges, whatever their limitations, have proved lifelines for many, young, unemployed graduates and, as such, have proved to be of considerable individual as well as social significance. The important thing about a lifeline, however, is that it should be in place in case it is needed, and not provided only after casualties have occurred! That is why policy makers should not become complacent as a result of the recent alleviation of graduate unemployment, welcome though it is. Neither should they respond by advocating a crude reduction in supply. The country needs its graduates, but needs also to increase and strengthen the bridges by which they may find their way to rewarding employment. To do less, would be to continue to waste a valuable national asset, the education and potential of the country's talented young people.

7.11 The problem of graduate unemployment should not be treated ad hoc. In a market economy it is unlikely ever to be eliminated completely nor its severity measured precisely and accurately. If it is regarded as an ever present problem, its worst effects may be overcome. This may be achieved partly through the preventative devices of integrated careers education, together with encouragement of transferable, personal skills, and partly by the erection of a safety network of short transition and conversion courses. These should be varied, and flexible enough to respond to the needs and requirements of the economy. As the example taken from Denmark shows, success in such programmes is most likely to be achieved if unemployed graduates are treated as a discrete group rather than subsumed by the

general problem of unemployment and a catch-all 'training' solution. This should not, however, be taken to imply privileged treatment.

7.12 Specifically, it is suggested that a S[illegible] should attempt three objectives:

a) The development, marketing and evaluation of use of a distance learning pack. The content would be based upon material being assembled currently by AGCAS. This could be developed further by the National Extension College, who have considerable experience in producing such materials. The pack could be distributed via the Central Services Unit. It is anticipated that the material would be used in partnership with tutors provided by the Careers Services. It is suggested that a pilot version of this scheme be launched in selected areas, and monitored and evaluated over a suitable period.

b) The development of a short graduate course, perhaps to be called 'Workwise', incorporating the best practice of existing short transition courses. This would provide job search and acquisition techniques, the enhancement of personal and transferable skills together with knowledge and work experience of a specific employment category, such as Export Training. Possible partners for this scheme are the local Chambers of Commerce, the Department of Trade and Industry, including the British Overseas Trade Board, and the Manpower Services Commission.

c) A version of 'Workwise' may also be developed as part of an integrated programme of career education for undergraduates. The opportunity to attempt a pilot scheme within a university may exist. Certainly, the Careers Advisory Board of the University of Nottingham, amongst other institutions, is receptive to the idea, having recently set up a Working Party on Employability of Graduates, on which the director of this project sits as a co-opted member. The novelty would be the use of the programme 'Workwise' with academic staff, rather than directly with undergradutes. The intention would be to inform and persuade such staff of the merits of an integrated approach, in the hope that they would introduce elements into their own teaching programmes, acting thereby as multipliers. It is suggested also that this is more likely to be effective in winning support for integrated careers education than a recommendation not seen to be tested within the institution. Such a scheme could be promoted under the aegis of the Careers Advisory Board in partnership with the Careers Advisory Service.

APPENDIX A

FEU Project Information Bulletin - Project RP 358

FURTHER EDUCATION UNIT

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PROJECT INFORMATION BULLETIN

Title: UNEMPLOYED GRADUATES - A WASTED NATIONAL RESOURCE (RP358 - REPLAN*)

Starting Date: May 1986

Completion Date: April 1987

Aims:

i) To define the scale and characteristics of unemployment among graduates (in Great Britain).

ii) To survey and develop curricula offering bridging opportunities to unemployed graduates.

Background:

There are currently 10000+ graduates registered as unemployed six months after graduation. The position of a further 10000 is classified as "unknown". Graduates in certain fields particularly the arts, social sciences and pure science, are over-represented in these groups. This, although only a relatively small proportion of all graduates, represents a considerable wasted national resource. There is some experience in this country and in the rest of Europe of the development of bridging courses for this group. These examples will be the starting point for the development of pilot curricula aimed at alleviating this problem.

Methodology:

i) Definition of the scale of the problem. Particular reference will be made to gender and race.

ii) Postal survey of unemployed and unclassified graduates about their perception of the obstacles to employment.

iii) A survey of employers of graduates about graduates' value as employees.

iv) A survey of existing bridging opportunities.

v) Development of trial curriculum packages incorporating distance learning opportunities.

N.B. Other related research will be fully taken into account. A steering group containing representatives from AGCAS, SCOEG, HE (University), HE (Polytechnic), the student body and the FEU will monitor and support the project.

Outcome:	A final report suitable for dissemination by the FEU including reference to the scale of the problem, the perceptions of employers and employees, existing bridging opportunities and a full description of the trial curriculum packages. The lessons of the project for career guidance prior to and during degree courses will be noted and the potential for employment in small firms will be explored. There will be opportunities to reflect on the curricula of degree studies themselves though since this is not the object of the research only tentative conclusions can be reached.
Project Staff:	Mr W J Morgan - Lecturer, Dept. of Adult Education, University of Nottingham. Mr N T Scott - Careers Consultant.
FEU Contacts:	Martin Johnson/Dennis Drysdale.

The Further Education Unit was established as a focal point for further education curricular matters and as a centre which would make possible a more co-ordinated approach to FE curriculum development. It aims to promote, encourage and develop the efficient provision of further education in the United Kingdom by:

a) reviewing and evaluating the range of existing curricula and programmes;

b) determining priorities and recommending improvements;

c) carrying out curriculum studies, development and evaluation;

d) disseminating FE curriculum information.

* REPLAN is the name of the DES initiative designed to support the provision of education/training for the adult unemployed. Further details about the FEU's involvement with REPLAN are available on request.

MJ/DHD/JUNE 1986

EXTRACT FROM GRADUATE FIRST DESTINATION RETURNS

TABLE 1 - 'UNEMPLOYED' AND 'UNKNOWN' CATEGORIES

		1986		1985		1984		1983		1982	
		UNEMPLOYED	UNKNOWN	UNEMPLOYED	UNKNOWN	UNEMPLOYED	UNKNOWN	UNEMPLOYED	UNKNOWN	UNEMPLOYED	UNKNOWN
UK Universities	Number	4,350	7,120	5,200	7,720	5,880	7,550	7,180	7,840	8,070	7,350
	Percentage	6.2%	10.2%	7.2%	10.7%	8.1%	10.4%	9.7%	10.6%	11.2%	10.2%
Polytechnics	Number	2,650	5,780	2,900	5,500	2,880	5,420	2,600	4,760	2,580	4,960
	Percentage	8.7%	19.0%	9.9%	18.7%	10.8%	20.3%	11.6%	21.4%	12.1%	23.3%
University & Polytechnic Totals		7,000	12,900	8,100	13,220	8,760	12,970	9,780	12,600	10,650	12,310
LEA Colleges		1,010	2,170	1,080	1,680	-	-	-	-	-	-
Percentage		8.5%	18.2%	9.9%	15.4%	n/a	n/a	n/a	n/a	n/a	n/a
GRAND TOTAL		8,010	15,070	9,180	14,900						

Appendix B

TABLE 2 - UNEMPLOYED TOTALS APPLYING 'KNOWN' PROPORTIONS TO 'UNKNOWNS' ALSO

		1986 UNEMPLOYED	1985 UNEMPLOYED	1984 UNEMPLOYED	1983 UNEMPLOYED	1982 UNEMPLOYED
Universities & Polytechnics	Notional Nos.	8,000	9,500	10,200	11,600	12,300
	Percentages	8%	9%	10%	12%	13%
Universities, Polytechnics & LEA Colleges	Notional Nos.	9,200	11,300	-	-	-
	Percentages	8.5%	10%	n/a	n/a	n/a

Follow-up Enquiry (November 1985) of Unsuccessful Graduate Candidates for CAS Clerical Post (May 1985)

This enquiry was sent out in November and an analysis of the replies received by the end of the year is shown below

TABLE 1

	All	M/W	Degree Class						Faculty			Institution		
			MA/MSc	1st	2/1	2/11	3	Others	Arts	SSc	Sc	U	P	Others
Still Unemployed*	17	M 6 W 11	- 1	- -	1 1	4 8	- 1	1 -	3 5	3 5	- 1	5 9	1 2	- -
On a course	7	M 1 W 6	- 1	- -	1 1	- 1	- 1	- 2	- 4	1 -	- 2	1 4	- -	- 2
In a non-grad. unsatisfying job	25	M 8 W 17	- -	- -	1 7	5 7	- 1	2 2	3 10	4 7	1 -	6 12	2 4	- 1
In a satisfying post	23	M 4 W 19	- -	- -	1 8	1 9	1 2	- -	1 10	1 7	1 2	2 12	1 7	- -
All Men All Women		19 53	- 2	- -	4 17	10 25	1 5	3 4	7 27	9 19	2 7	14 37	4 13	- 3
Totals	72	72	2	-	21	35	6	7	34	28	9	51	17	3

*TABLE 2 - Further Analysis of Those Remaining Unemployed

	How long unemployed		
	Months Minimum	Months Maximum	Months Average
Men (6)	2	44	24
Women (11)	2	18	12

The first notable point to emerge from the data is that less than one third of respondents had found a satisfying post; three of the women involved said that their present job was not of true graduate status but nevertheless offered job satisfaction.

Almost a quarter of the sample were still unemployed, for some this representing a persisting condition, men more so than women. One man and one woman in this group indicated that they were attending part-time (computers) or evening (social work) courses while a further three men mentioned that they had completed courses, two in computers and one in TEFL, while unemployed though still remaining without work.

One man declaring himself currently on a course and three of the six women taking typing or secretarial training all hoped that they would thereby increase their chances of subsequent employment.

The largest group, over one third in all, were those putting themselves in the category 'non-graduate job' which included three men and one woman saying that although occupying graduate level posts they, like the others, deemed them to be unsatisfying. Two men mentioned that their 'satisfactory' post was a temporary one under the MSC Community programme while another was taking a day-release course in personnel work to try and equip himself for a better position.

The questionnaire asked respondents to identify any vocational skills in which they felt themselves to be deficient, whether they needed some careers guidance especially in respect of their personal presentation, either on paper or at interview, and in addition what general comments on their situation they might wish to make. Most expressed a need for some career guidance provision after graduation

as well as anything which they had received or in some cases ignored during their undergraduate studies. Specifically mentioned as suitable subjects for short vocational courses included:

Computing (29 mentions);

Business Studies (11 mentions);

Secretarial Skills (6 mentions);

Administration (5 mentions);

Finance (4 mentions).

None seemed to be aware of recent MSC initiatives in launching the "Access to Information Technology" courses!

The potential value of work experience during degree courses was mentioned (11 times) as was the desirability of including practical skills like computing and typing as part of degree programmes.

Some respondents criticised the nature of the careers advisory provision within their particular institution, usually as offering advice which was too general and insufficiently practical, though others, especially amongst university graduates, commented favourably upon the help they had received from this quarter. The desirability of a continuing careers element throughout the undergraduate course rather than as bolt-on extra as they perceived it in the final year was also mentioned as was the need to make some special provision for mature students whose situation usually presented more problems than that of their younger colleagues.

The difficulty of obtaining finance for short vocational courses before the regulation period of two years out of full-time education had been exhausted was the subject of some unfavourable comment. For

this and some of the other reasons implicit in the above comments, some respondents exhibited considerable frustration, even bitterness, in their observations.

Conclusion

Although the sample here examined is of course too small to permit any sweeping generalisations and the special nature of a university post, even at a clerical level, may have introduced some untypical features, nevertheless the evidence of considerable personal frustration and under-use or wastage of important educational investment tends to confirm the view that the phenomenon of graduate unemployment would merit further study.

Appendix D

SURVEY OF JOB SEEKING GRADUATES

1. In January 1987 the Central Services Unit kindly agreed to enclose a short questionnaire (copy attached) in each of one thousand issues of the bulletin 'Current Vacancies 17', then being despatched to graduates seeking jobs. A reply-paid and addressed envelope was also enclosed. Three hundred and thirty-four questionnaires were subsequently completed and returned. These have now been analysed and, though a one third response may be considered disappointing, the information gained is not without interest or significance.

2. The responses were sorted initially into groups as shown in Tables 1 and 2, overleaf.

3. It may be observed that:

   a. The proportion of women in the sample is 35%. This is somewhat lower than their proportion in the graduating population generally, which is 45%. They form an even smaller proportion, 28%, of the wholly unemployed group.

   b. If the 'unemployed and temporary work' categories are taken together, Arts and Social Science graduates are over-represented slightly when compared with recent graduating percentages and totals (though this is not shown in the Tables given here). In the case of both universities and polytechnics, some degree subjects do seem to be over-represented in the current sample, for example:
   Men: Geology 9%, Mechanical Engineering 8%
   Women: Languages 14%, History 7%.

TABLE 1

	UNIVERSITY			POLYTECHNIC			ALL		
Qualification	Men	Women	Total	Men	Women	Total	Men	Women	Total
MA/MSc	5	3	8	7	-	7	12	3	15
1st Class	-	-	-	1	-	1	1	-	1
2/i	32	11	43	15	17	32	47	28	75
2/ii	42	37	79	41	21	62	83	58	141
3rd/pass	21	8	29	53	20	73	74	28	102
TOTAL	100	59	159	117	58	175	217	117	334

TABLE 2

	Further Academic Study			Unemployed			Temporary Work			Career Post			All		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
University	2	-	2	52	22	74	34	28	62	12	9	21	100	59	159
Polytechnic	1	-	1	70	26	96	34	24	58	12	8	20	117	58	175
TOTAL	3	-	3	122	48	170	68	52	120	24	17	41	217	117	334

It may also be worth noting that, in the case of the polytechnics, sandwich course graduates are much less likely to be unemployed or in temporary work than graduates from full-time courses.

c. Although the class of degree is not readily available for the graduating population generally, in the case of universities this information is available for men and women.

In the current sample, those with First Class Honours or Higher Degrees form, by comparison, a much lower proportion; those with Third Class Honours or Pass degrees, a somewhat lower proportion. Second Class Honours degrees are over-represented.

4. Respondents were invited to comment on their needs as they perceived them.

a. Vocational Skills - 134 (Specifically, Computing - 50; Business/Secretarial - 37)

b. Work Experience - 78

c. Career Guidance - 20

d. Knowledge of Labour Market - 63

e. Assistance in Preparing Applications - 70

f. Assistance with Interview Techniques - 112

g. Better/Different Degree - 20

5. Respondents were invited to indicate their contact with existing channels and agencies of assistance:

a. Parent Careers Advisory Service - 144

b. Careers Services of Other Institutions - 147

c. Professional and Executive Register/Manpower Services Commission - 160

These responses would seem to indicate that the Mutual Aid Scheme promoted by AGCAS is functioning, though not always to complete satisfaction as later comment reveals. Many respondents stated that they received Graduate Post and/or Executive Post, though these publications were not thought generally to be of much value. Indeed, existing Government agencies were deemed to be of little use by those who had consulted them, though a few did report having secured a place on a Graduate Gateway course in this way.

6. The comments volunteered most frequently were:

a. More help needed from Careers Advisory Services after graduation. The lack of resources was recognised however and, in particular, the difficulties faced by the University of London CAS in dealing with the relatively large number of Mutual Aid candidates from other institutions seeking to use its facilities.

b. The lack of training grants for post-graduate courses and especially the application of the two year unemployment rule, were mentioned very unfavourably.

c. Employers were criticised for their somewhat cavalier treatment of applications and, especially, their apparent reluctance to offer 'on the job' training to graduates who were without particular vocational skills.

d. Those respondents living away from considerable centres of population felt that they were at a particular disadvantage.

e. A frequent comment was on the lack of 'career education' during their degree courses. Such courses were often thought to be too specialised and a plea for a more systematic and, indeed integrated, effort and career guidance from school onwards was to be found, explicitly or implicitly, in very many comments.

f. The majority of the respondents had graduated in the summer of 1986. A proportion, 10%, were of earlier vintage. It was reported often that many applications had been made and frequent interviews undertaken without success. A general undermining of confidence and morale was apparent.

7. General Conclusions

The evidence from this survey would seem to confirm the hypothesis on which the project rests, ie. that there is indeed a significant, or at least a disturbing, number of graduates, either unemployed or underemployed, who would be better equipped, both in the search for and in their capacity to undertake, productive work, through the acquisition of what are now termed 'enabling skills'. This may be done relatively quickly and at relatively little cost.

Additionally, there is a clear implication that this sort of remedial measure, apparently necessary in present circumstances, would be less crucial if a systematic programme of career education were to be integrated with the conventional academic degree structure.

Appendix D

JOB SEEKING GRADUATE ENQUIRY (JANUARY 1987)

TYPICAL COMMENTS REFERRING TO CAREERS ADVISORY SERVICES

(M = Man; W = Woman)

I contacted them but was told that I was not entitled to any assistance since I graduated more than a year ago. I have been to Gordon Square but the hours are such that I must miss work to go there. (W)

Local careers services in London are unhelpful because I didn't graduate from their institutions while my own university career service is unhelpful because I left over three years ago. (W)

I did receive a letter from the Careers Service saying that I was not officially unemployed until the 30th December by which time employers have lost interest! (M)

London Careers Service is unable to cope with students from other institutions even though this service was offered. (W)

London University Careers Service obviously overloaded with students from other institutions. (M)

It took me a long time to realise where I should be looking for a job etc., and a little guidance from the Poly would have helped. (M)

University Careers Service is geared towards management trainees and accountants; I found them absolutely useless. (M)

I have found Careers Advisors are very unhelpful. (M)

The only advice I got from my Careers Advice office was useless. (M)

More counselling at university would have been useful; since then the Careers Service is too busy to see me though I can use the reference library. (W)

Lack of time when at college to complete hideous application forms. (M)

Not enough done by Careers Services to help the mature students (27) secure career employment. (M)

OU graduates are generally isolated and older (35); how about a course in pretending to be 21!!? (W)

Graduates needs seem to be catered for only in the case of those who live within easy reach of a University of Polytechnic Careers Service. (M)

Appendix D

JOB SEEKING GRADUATE ENQUIRY (JANUARY 1987)

TYPICAL COMMENTS REFERRING TO EMPLOYERS

(M = Man; W = Woman)

Delay in employer replies. (W)

Employers don't answer letters. (M)

Delay in responding to applications - then rejection with no interview. (M)

I'm getting fed up with employers not answering my letters. (M)

Interview questions relate to employers specialism not to graduate interest. (M)

Employers still reject me after good presentation and do nothing to help or explain. (M)

Unfair questions asked at the interview by employers. (M)

Graduate selectors almost entirely dependent upon your degree results and neglect other skills such as practical ability, non-examined subjects. (M)

Most employers seem to want science and maths degrees. (W)

Employers want science degrees. (M)

Lack of vocational skills is the problem. (W)

As a geologist I have been a victim of the depressed state of the oil industry and find it extremely difficult to get beyond first interview for "any discipline" jobs. (M)

Employers seem unaware of impending shortage of (physics) graduates. (M)

Employers seem not to take a (good) degree in archaeology as a valid qualification. (M)

I do feel that some of my applications are not considered because of my age (28). (M)

I am considered too old (28) for many new graduate posts. (W)

The major obstacle is my lack of experience . . . no one wants to let me prove myself. (W)

When you are trying to present yourself positively employers still reject you and do nothing to help or explain. (M)

Employers always want relevant experience. (M)

A poor degree doesn't rate highly on employers lists. (M)

No employer wants to give you a break to gain experience - Oxbridge barrier is as strong as ever. (W)

Still a prejudice against women in career type jobs. (W)

Employers often suspicious when I apply for jobs below graduate level. (W)

I seem to be overqualified/underqualified and lack experience! (M)

Appendix D

THE UNIVERSITY OF NOTTINGHAM

Dean of the Faculty of Education PROFESSOR J. E. THOMAS, M.A., B.SC. (ECON.), D.PHIL.

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CENTRE FOR LABOUR AND MANAGEMENT STUDIES

December 1986

Dear Graduate

This letter comes to you by courtesy of the Central Services Unit from where you are receiving the fortnightly Current Vacancies indicating that you are taking appropriate steps to improve your present situation. If you are unemployed or not yet begun on a career this represents both an unhappy situation for you personally and in a wider sense a waste of an important national human resource; for both these reasons it is important that efforts should be made to amend matters. In this enquiry we seek to discover whether there are particular obstacles preventing some graduates from obtaining suitable employment and, if there are, to develop methods of helping to overcome these.

There are a number of possible constraints which may or may not apply in your case, eg.

1. Lack of particular vocational skill(s) which employers seem to be demanding.

2. The need to present yourself to better advantage, whether on paper or at interview.

3. Unfamiliarity with the range of possibilities which could be open to you.

Whatever may be the nature of your own situation, we would ask you to be kind enough to complete the brief questionnaire overleaf and return it in the enclosed reply paid envelope. We hope to follow up in some cases with a personal interview and therefore it would be useful to know where you can be reached.

Our aim is to develop appropriate curricula for short vocationally orientated transition courses open to graduate job-seekers like yourself. Any help you can give in this will be much appreciated.

Yours sincerely

W J Morgan N T Scott

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Appendix D

CONFIDENTIAL

UNIVERSITY OF NOTTINGHAM - CENTRE FOR LABOUR AND MANAGEMENT STUDIES

UNEMPLOYED GRADUATE ENQUIRY

1. Degree subject(s) ..... Class of Degree ..... Date Awarded .....

   Place of Study ..... Length of Study .....

   Age ..... Male or Female .....

   Postgraduate qualification or other courses .....

   .....

2. How long in total have you been unemployed? ..... years .....months

   Has this been continuous? YES/NO

   Or interspersed with periods of work? YES/NO

3. Nature of any work experience (include vacation jobs etc.) .....

   .....

   .....

   If employed at present what is your job? .....

   Do you regard this as appropriate for a graduate YES/NO

4. What skills or techniques would you think most valuable in helping you to obtain a suitable post? (refer to those listed overleaf - add any other you feel to be important).

   .....

   .....

5. Have you been in contact since graduation with the Careers Service of your parent institution?

   YES/NO

   or with any other Careers Service? YES/NO

6. Have you been in touch with the Manpower Services Commission or the Professional and Executive Recruitment? YES/NO

   If so, with what result? .....

   .....

7. Any other comment you would care to make .....

   .....

8. Name: .....(Optional)

   Address: .....(Optional)

   ..... Tel. no. ..... Telephone: .....

CSU *Current Vacancies* * 17 March 1987

Topical Topic: Personal Account

Letters are now arriving thick and fast from CV readers. Long may this continue. We are really pleased to hear from you even if you have hard things to say about CV Editorials (insulting! condescending! useless!) so please keep writing. Some letters are very critical, some are constructive, some are disturbing, some simply tell a personal story which is worth sharing. The latter category includes the following contribution from Paul Penrose of Beccles:

"It may be argued that when I left University in the summer of 1985 with a combined Honours Degree that included a few Firsts and plenty of Upper Seconds, that I was somewhat naive, or even a little arrogant. I prefer to think that I was supremely confident in my abilities and potential. Indeed it was this over-confidence which led me to forsake the security of the Milkround to instead pursue a career in journalism. Eventually, after much fruitless endeavour, I was offered a position with a local weekly newspaper in East Anglia and informed that I could expect to start my new job within the next three months. Well, to cut a long story short, the job fell through and I awoke one morning, alarm bells ringing in my head, to the realisation that here I was, a graduate, with the intellectual capacity and social skills necessary to make a valuable contribution in a working environment, but lacking direction and experience and unable to account satisfactorily for an eight-month period of seeming inactivity.

Bombarded with images of brighter prospects for graduates and reports of success and high achievement for those entering industry and commerce (this courtesy of 'Graduate Post'), I began to apply indiscriminately for jobs in the private sector with little thought as to my personal preferences and uncertain as to my own ambitions. Having been unemployed for so long I found it almost impossible to compete on c.v. On the rare occasions when I did manage to wangle my way into an interview, not only was I frowned upon for not applying for vacancies through the milk-round, but also for not making any clear career choices when choosing my 'A' levels and degree course. True, I was keeping my options open and undoubtedly my success in such a wide diversity of subjects does demonstrate flexibility and adaptability, but, in the words of one interviewer, 'it all seems very aimless Mr Penrose'.

With each rejection my confidence plummetted still further. After twelve months I suffered the humiliation of having to explain my inability to find work at the DHSS, an experience that was both degrading and personally offensive. After fifteen months, more of the same, only this time at the local jobcentre, where my statements that I hoped to get on the MSC Graduate Gateway Programme evoked the bright response, 'Oh really? Is that with the Supermarket in the High Street?'

After eighteen months of unemployment I am not yet defeated but I am bitter, angry, frustrated and dismayed. I am bitter about the political gloss that is painted over unemployment and the consequences of becoming trapped in the vicious cycle of long-term unemployment. I am angry at myself for being too complacent and for not realising until it was too late that I was swimming in dangerous waters. I am frustrated by the prejudices of many employers against the long-term unemployed. While it may be denied, there is still a stigma attached to unemployment which often forms the basis of many subconscious value judgements with regard to an unemployed person's character and disposition. And finally, I am dismayed that my education makes me a risky investment for the majority of non-graduate employers, while the non-vocational nature of my degree, my lengthy period of unemployment and my lack of experience, as opposed to my personal qualities and suitability for training, seems to become the focus of so many graduate employers.

I do not offer advice; the lessons to be learned from my experiences are obvious. Nevertheless for those people in a similar situation to myself, take heart from the small consolation that you are not alone, do not succumb to feelings of worthlessness, and remember that while at times your years spent in further education may seem pointless, inevitably they have to pay dividends."

The address for your letters is CV Editor, CSU, Crawford House, Precinct Centre, Manchester, M13 9EP. If you don't want your name published, please say so.

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* Central Services Unit (for University & Polytechnic Careers Services) - Fortnightly 'Current Vacancies' Bulletin

HELM PROJECT

EXTRACT FROM 'GRADUATES AT WORK' CNAA STUDY BY BRENNAN & MCGEEVOR 1986 - UNEMPLOYED/TEMPORARY OR PART-TIME WORK

	1982	1983				1984				1985			
			Percentages				Percentages				Percentages		
Subject Group*	Initial Sample (round figures)	No. Responding	Unemployed	Part-time & Temp. Work	Total	No. Responding	Unemployed	Part-Time Work	Total	No. Responding	Unemployed	Part-Time Work	Total
Art/Humanities (A/H)	450	304	13%	26%	39%	210	15%	8%	23%	176	8%	11%	19%
Social Studies (S.S)	800	519	12%	19%	31%	357	10%	4%	14%	285	4%	6%	10%
Business & Management (B & M)	250	157	1%	11%	12%	110	4%	0%	4%	80	0%	0%	0%
Science I (Sc.I)	800	544	11%	15%	26%	378	6%	3%	9%	310	4%	4%	8%
Science II (Sc.II)	400	303	4%	14%	18%	219	4%	2%	6%	179	3%	6%	9%
Built Environment (B.E)	200	145	1%	15%	16%	97	8%	2%	10%	82	2%	2%	4%
Engineering (Eng)	300	174	8%	9%	17%	126	2%	0%	2%	95	2%	0%	2%
Art & Design (A & D)	600	337	13%	27%	40%	209	12%	10%	22%	160	7%	11%	18%
Interfaculty	200	151	15%	24%	39%	119	9%	8%	17%	83	4%	7%	11%
All	4,000 (100%)	2,634 (66%)	10%	18%	28%	1826 (46%)	8%	4%	12%	1,450 (36%)	4%	6%	10%

* Definitions: A/H - English Literature, Modern Languages, Humanities
S.S. - Laws, Economics, Geography, Communications, Librarianship, Social Studies
B & M - Accountancy, Business Studies
Sc.I - Maths, Applied Chemistry, Applied Biology, Computer Science, Environmental Science, Combined Science
Sc.II - Psychology, Pharmacy, Nursing, Hotel and Catering Administration
B.E. - Planning, Urban Estate Management
Eng. - Civil, Electrical, Production Engineering
A & D - Art, Graphic Art, 3D Design, Textile and Fashion Design

TABLE 1

Proportion of Men and Women Graduates in Their Preferred Job

	In preferred Occupation		In convenient Occupation		%	%
	Men	Women	Men	Women	Men	Women
Arts & Humanities	47.8	43.5	52.2	56.5	13.3	29.7
Business & Management	74.0	66.7	26.0	33.3	8.6	4.6
Social Science	53.1	42.6	46.9	57.4	7.5	9.4
Technology & Engineering	62.7	75.0	37.3	25.0	27.8	2.8
Science	60.3	64.1	39.7	35.9	32.1	32.9
Art & Design	52.2	48.6	47.8	51.4	10.6	20.6
Total %	59.1	53.2	40.9	46.8	N=848	N=720

Extract from the HELM Project (CNAA) (Brennan & McGeevor)

TABLE 2

Minimum Qualifications Required of Men and Women Graduates for the Current or Most Recent Job

	No qualifications required	O-Level or CSE's	A-Level or ONC	B/Tec or Higher National	Degree	%
Men	26.1	8.0	9.3	3.5	53.1	54.5
Women	29.7	15.4	11.5	3.1	40.3	45.5
All	27.7	11.4	10.3	3.3	47.3	100.0 N=1723

Extract from the HELM Project (CNAA) (Brennan & McGeevor)

Appendix G

TABLE 3

Graduates Perceptions of Over-Qualification for their Current Job by Faculties

	Over-qualified	Not Over-qualified	Over-qualified	Not Over-qualified	% Men	% Women
Arts & Humanities	48.5	51.5	59.0	41.0	14.3	31.3
Business & Management	42.3	57.7	34.4	65.6	8.3	4.0
Social Science	64.9	35.1	67.1	32.9	8.2	9.8
Technology & Engineering	41.6	58.4	38.1	61.9	25.9	2.6
Science	48.2	51.8	40.0	60.0	32.3	31.5
Art & Design	43.3	56.7	50.0	50.0	11.1	21.2
	46.9	53.1	50.4	49.6	N=939	N=807

Extract from the HELM Project (CNAA) (Brennan & McGeevor)

CASE STUDIES

H.1 Graduate Gateway

H.1a In 1983, following an earlier initiative on Tyneside promoted by the Durham University Business School with support from a local private employer and from the MSC, plans were made to launch, in Nottingham, what was then known as a Graduate Extension programme. These did not come to fruition, because, at the time, neither the Manpower Services Commission nor the other hoped-for sponsor, a major private employer, were in fact prepared to finance the project. Nevertheless, the ground had been prepared and when MSC support for such ventures became more readily available, a Graduate Gateway programme was launched in late 1985. This was organised by the Nottinghamshire Chamber of Commerce and provided by the Small Business Unit at Trent Polytechnic. Its experience is typical of the many other successful programmes offered elsewhere in the country. This being so, the outline given below may serve as a useful case study.

H.1b Recruitment was through local advertisement, both in the Press and in Unemployment Benefit Offices. There were some two hundred enquiries, with about half making a firm application to join the programme. After sifting, fifty per cent of these applicants were interviewed and sixteen eventually selected to take part. The selectors had to choose between those graduates who appeared to be most in need of assistance and those who seemed most likely to be successful in obtaining employment at

the end of the programme. It was decided to give priority to those in the second category. The programme was non-residential with participants receiving the MSC training allowance of £41.55 per week, together with some minor out-of-pocket expenses. This was judged by some to be less than adequate.

H.1c The programme began with a three week session at the Polytechnic. This concentrated on restoring often badly damaged personal morale and on establishing a sense of purpose. The curriculum concentrated on the nature of economic activity, on commercial issues, such as finance and marketing, with the emphasis on the particular problems confronting small firms. There were also student centred sessions which dealt with the principles and the practice of job search. The course tutors used this period to assess participants, so that a reasonably appropriate match could be made between their knowledge, interests and aptitudes and the project requirements which had been negotiated with those local employers who had agreed to provide placements. The rule was that participants should accept the work project assigned to them, rather than being allowed to choose from a number of alternatives. An opportunity was given to discuss the assignment in detail, both with the employer and with the course tutors, before the placement began. This allowed clarification and some preparation, which was of psychological advantage to the often quite anxious participant. During the sixteen week placement, one day per week was allocated for refresher and counselling

sessions at the Polytechnic, with a final three day evaluation at the very end.

H.1d The projects included:

- Devising a computerised stock control system;
- Producing a training manual for a wholesaler specialising in aids for the disabled;
- Developing an advertising and promotion strategy for a food court in a major shopping centre;
- Reducing scrap levels for a firm manufacturing packaging equipment and implementing a recording and control system to monitor future waste;
- Researching the demand for a small exhibition centre in a neighbouring city on behalf of a space sharing agency;
- Developing a company marketing strategy for a firm of printers.

The projects were both practical and demanding and were carried out to the satisfaction of the host employers. This gave a sense of concrete achievement to the graduate and completed a worthwhile exercise for the host firm. By the end of the programme, some two thirds of the participants had obtained what they regarded as suitable employment, some in fact leaving during the programme. Just under half of those who found employment did so with their host firm.

H.1e The participants when interviewed, all spoke highly of the experience, which had not only provided basic knowledge of the business world, but had also enabled them to clarify their

approach to the problem of gaining employment. In particular, the programme was said to have rapidly restored bruised self-confidence by allowing the opportunity to demonstrate that they could perform effectively in an actual work situation. Again, the fact that they were expected to show self-discipline and initiative in order to complete their projects successfully, was a challenge that was both welcomed and met. Interest in the project became an absorption, so much so, that some participants began to chafe at the obligation to attend the weekly sessions at the Polytechnic; the need for personal support and reassurance became weaker, as results began to be perceived and confidence grew. That said, the personal interest in the performance of participants shown by course tutors and organisers, at the Polytechnic and at the Chamber of Commerce, was appreciated and noted as an essential ingredient in the programme's success. Relationships with employers and with full-time staff were also generally well-regarded, although, as is the nature of work experience, there were cases where all did not go entirely smoothly.

H.1f The employers interviewed all expressed themselves satisfied with the results of their participation in the programme, though with varying degrees of enthusiasm. Some admitted to initial feelings of prejudice against graduates, especially those with a background in the Arts or Social Sciences, as they were often unknown quantities as potential employees. This was overcome relatively quickly and each employer accepted that the work undertaken had been of benefit to their firm. Where the

project was not entirely fulfilled, it was recognised that this was usually for reasons outside the control of the participant. In every case the project had been a genuine task, intrinsic to the firm's business activity and the serious and responsible approach of the participants was both recognised and appreciated. When asked whether they would have been prepared to contribute towards the cost of the programme, the answer was invariably in the affirmative. Whether this would be a sufficient basis for charging at the outset is, of course, a different matter and there are obvious pitfalls in any system of payment by results. A further observation made by some employers was that they would have wished the basic degree programme to do more to develop vocational awareness. (Both these points have, to some extent, been addressed by the new MSC Job Training Scheme.)

H.1g The organisers and tutors justifiably regard their programme as having been successful. They identified the major problem as having been one of poor morale. By the time the course started in the spring of 1986, the graduates concerned had been unemployed for at least nine months. After the years of steady progression to the high point of graduation, they had been derailed, an experience that had led to a growing sense of despondency about whether it would be possible to get underway again. The restoration of self-esteem and the provision of an opportunity to demonstrate worth in a practical fashion were, therefore, the main objectives. These were achieved and a second programme has been undertaken.

H.1h Reports from the assessment of a number of other Graduate Gateway programmes, elsewhere in the country, reinforce this general picture, ie. favourable reaction from employers, many of whom are not traditional employers of graduates, a welcome and rewarding experience for participants, with an eventual job placement rate of about two thirds. The financial support provided by the MSC has been forthcoming largely because of a Government commitment to the encouragement and development of small firms. There is, however, no reason why, given the political will, a similar opportunity could not be provided with larger scale employers, in both private and public sectors, especially if a direct financial contribution could be obtained from the host. This should be possible, as the Gateway scheme seems, from the evidence, to provide an unalloyed bonus to participating employers.

A description of the age and qualification of candidates is attached.

THE NOTTINGHAMSHIRE CHAMBER OF COMMERCE AND INDUSTRY
GRADUATE EXTENSION PROGRAMME 1986

COMPLETED APPLICATIONS FROM GRADUATES

Graduate's Age	Institution Attended	Subject(s)	Class of Degree	Year Awarded if not 1985
21	Sheffield City Polytechnic	B.A.(Hons) Geography Postgraduate Cert. in Education (later years)	2:2	
25	University of Aston	B.Sc.Combined Honours (French & Business Admin.)	2:2 (Hons)	
23	Bristol Polytechnic	B.A.(Hons) Modern Languages	2:1 (Hons)	
22	North Staffordshire Polytechnic	B.A.(Hons) Literature & History	2:2	
23	Liverpool Polytechnic	B.A. Social Studies	2:2 (Hons)	
23	Manchester University	B.A.Hons Modern History with Economics	2:2	
23	North Staffordshire Polytechnic	B.A.(Hons) International Relations & Politics	2nd Class	
22	University of Keele	B.Sc.(Hons) Geology	2:[illegible]	
21	Cambridge College of Arts & Tech.	B.A.(Hons) Modern History	2:2 (Hons)	
22	City of London Polytechnic	B.A.(Hons) Economics	2:1	
25	Salford University	B.Sc. Economics	3	
23	Emmanuel College, Cambridge	B.A.(Hons) Economics	2:1	1984
22	Trent Polytechnic	B.A.(Hons) Humanities	2:2	

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GRADUATE EXTENSION PROGRAMME 1986

COMPLETED APPLICATIONS FROM GRADUATES

Graduate's Age	Institution Attended	Subject(s)	Class of Degree	Year Awarded if not 1985
22	Sheffield City Polytechnic	B.Sc. Industrial Studies	Pass	
24	University of Bradford University of Southampton University of Leicester	B.Sc.(Hons) Chemistry M.Phil. Electrochemistry Ph.D. Inorganic Chemistry	2:1 Not stated Not yet taken	1981 1982
22	University of Liverpool	Geology (Hons)	2:1	
23	Liverpool Polytechnic	N.A.A. Degree in Modern Language Studies (French Language & History/German Language & History/International Relations	2:1 B.A. Hons	
22	Leeds Polytechnic	B.A. Leisure Studies	Pass	
22	Kingston Polytechnic	B.Sc.(Hons) Geology (2nd Class-Lower Division)	2nd Class	
24	North East London Polytechnic University of Birmingham	Hons. Degree in Applied Economics M.Sc. Transportation & Traffic Planning (re-sit one paper 1986)	2:2	1984
31	Thames Polytechnic City University Business School	B.A.(Hons) Sociology Master of Business Administration (Industrial Relations and Personnel Management	2nd Class Pass	1983
23	Leeds University	LLB(Hons) Law	2:2	

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GRADUATE EXTENSION PROGRAMME 1986

COMPLETED APPLICATIONS FROM GRADUATES

Graduate's Age	Institution Attended	Subject(s)	Class of Degree	Year Awarded if not 1985
23	University of Leicester	B.Sc. Engineering	Not stated	
23	Trent Polytechnic	B.A.(Hons) Economics	2:2	
23	University College Swansea	B.Sc. Chemistry	Ord.	1983
22	Coventry (Lanchester) Polytech.	LL.B.(Hons) Business Law	3	
22	Leicester Polytechnic Newcastle Polytechnic	B.A.(Hons) Economics Marketing Course	2:2 No exam	1982
23	Sheffield University	B.Sc. (Hons. Combined Hons. Mathematics)	3	1983
21	Portsmouth Polytechnic	B.Sc. Pharmacology (C.N.A.A.)	3rd Class	
24	Kingston Polytechnic	B.A. Degree with Honours in Economics	2:2	
24	Nottingham University	B.A.(Hons) Hispanic Studies	2:1	1984
23	University College N.W. Bangor	B.A.(Hons) History	2:1	
24	Royal Holloway London University Coventry Polytechnic	B.Sc. Biochemistry M.Sc. Information Technology for Business	2:2 None stated	1983
33	University of Bath	B.Sc.(Hons) Building Engineering	None stated	1977
24	Swansea University	B.Sc.(Hons) Economics	2:2	

THE NOTTINGHAMSHIRE CHAMBER OF COMMERCE AND INDUSTRY
GRADUATE EXTENSION PROGRAMME 1986

COMPLETED APPLICATIONS FROM GRADUATES

Graduate's Age	Institution Attended	Subject(s)	Class of Degree	Year Awarded if not 1985
22	University of Keele	B.A. History/Politics Geography (Subsidiary) Operational Research (Subsidiary)	2:1 Hons Pass Pass	
25	Queen's University of Belfast	B.A. Degree in Computer Science	Not stated	1983
47	(Ex Royal Air Force) Doncaster Metropolitan Inst. of Higher Education	Diploma in Higher Education	Pass	1983
	Middlesex Polytechnic	Secondment to Doncaster Housing Directorate	Not stated	1984
	Middlesex Polytechnic	B.A.(Hons) Social Science	2:2	
26	New England College, Arundel	Political Science	B.A.	1983
	University of Warwick	Politics	M.A.	1984
23	University of Strathclyde	B.Sc. Mining and Petroleum Engineering	Pass	
25	Queens University	B.A.(Hons) Psychology	2:2	1984
23	Wolverhampton Polytechnic	HND Computer Studies	Pass	Feb. 1986
21	Leicester Polytechnic	HND Business Studies	Pass	
21	University of Bristol	B.Sc.(Hons) Chemistry	3rd	
21	Plymouth Polytechnic	1st Year Combined Studies	2:2	1982
	Coventry Polytechnic	B.A.(Hons) Modern Studies	2:2	

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GRADUATE EXTENSION PROGRAMME 1986

COMPLETED APPLICATIONS FROM GRADUATES

Graduate's Age	Institution Attended	Subject(s)	Class of Degree	Year Awarded if not 1985
23	St. David's University, Dyfed	B.A.(Hons) Degree History	2:2	
23	Exeter University St. Luke's School of Education	B.Sc. Mathematics P.G.C.E. Sec. Mathematics	2:1 Pass	1984
29	Bristol Polytechnic	B.Sc. Valuation & Estate Management	Ord.	1984
21	Manchester University	B.A.(Hons) Geography	2:2	
22	University of Warwick	B.A.(Hons) Philosophy/Politics	2:2	
23	Kingston Polytechnic	B.Sc.(Hons) Chemistry and German	2:2	
28	Newcastle Polytechnic Portsmouth Polytechnic	M.Sc. Opto-Electronics B.Sc. Physics	Not stated Lower Hons.	 1982
22	Leicester Polytechnic	HND Business Studies	Dist.	
23	Bangor University	B.A.(Hons) Banking, Insurance & Finance	2:2	
22	University of London	B.Sc.(Hons) Geography	2:2	
22	Manchester University	B.Sc.(Hons) Mathematics	3	
24	Leicester University	B.Sc.(Hons) Combined Studies	Class 2	
23	Oxford University	Law Degree	2nd (Hons)	1984

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GRADUATE EXTENSION PROGRAMME 1986

COMPLETED APPLICATIONS FROM GRADUATES

Graduate's Age	Institution Attended	Subject(s)	Class of Degree	Year Awarded if not 1985
23	Trent Polytechnic	B.A.(Hons) Law	2:2	1984
22	University of Sussex	Chemistry with Polymer Science	2:2	
25	Manchester Polytechnic	B.A.(Hons) Economics	2:2	
22	Aberdeen University	B.Sc.(Hons) Geography	2:2	
23	Trent Polytechnic	B.Sc.(Hons) Applied Chemistry	2:1	
21	Bulmershe C.H.E. Reading	B.A.(Hons) Combined Studies (Major: Geographical Development Studies) (Minor: United States Studies)	3	
22	Nottingham University	B.A.(Hons) Political Science	2:2	
24	Trent Polytechnic	B.Sc. Applied Chemistry	Pass	
26	Sheffield University	Computer Science and Astronomy	3 (Hons)	1981
23	Nottingham University	B.A.(Hons) American Studies	2:2	
24	Nottingham University	B.A.(Hons) Philosophy	2:2	1983
21	Sheffield City Polytechnic	B.A.(Hons) Geography	2:2	

H.2 Graduate Bridge

H.2a Short programmes, with MSC support, are offered in many cities, with the aim of providing job search and acquisition techniques for unemployed managers and executives. The East Midland Regional Management Centre, a consortium which includes Trent Polytechnic, Derby College of Higher Education and Leicester Polytechnic, has provided such a service in Nottingham over a period of years. It was observed that, in recent years, an increasing number of new graduates sought to join the programmes offered, and on a course offered by the Summer of 1986, over 25% of the participants were in this category, ie. six out of twenty. The EMRMC therefore proposed to offer a pilot programme aimed specifically at unemployed graduates and was successful in winning MSC financial support for the venture.

H.2b The first Graduate Bridge programme was offered in November 1986. There were sixty-two applicants for fifteen places. The applicants were drawn from a wide range of degree backgrounds; the largest number, eighteen, having graduated in engineering or science (excluding mathematics), there were twelve with Arts degrees (including languages); male applicants out-numbered females by two to one. Some mature applicants were directed towards the Management Bridge programme, while others were excluded because they held Higher National Diplomas rather than a Bachelor's Degree. Preference was given also to nine applicants who had graduated in 1985 or earlier. Despite this culling, it was apparently still difficult to select a final group from a good crop of candidates.

H.2c The programme consisted of six days attendance, at the Centre, spread over a three week period. These sessions were designed to encourage accurate self-assessment and, in the opening two days, included the use of psychological tests such as the Morrisby Test Battery and the building of personality profiles. These were intended mainly as stimuli to self-analysis, rather than as hard diagnostic tools. A further two day module allowed reflection on the results, and aimed to establish a sense of purpose and direction. It also offered practical instruction in job search techniques, eg. the labour market, job advertisements, speculative letters, the preparation of a C.V. The third two day module focussed on selection hurdles that needed to be faced, eg. the application form, interviews, psychometric tests, group selection. These were practised with the participants, sometimes using video. Group assessment of performance was encouraged, as this helped to overcome shyness and diffidence.

H.2d Specialist contributions were made, when necessary, by members of the Centre staff and representatives of local employers were invited to discuss the realities of the labour market and of the working environment. The principal tutor, Mr Chris Rice, who has made a special study of unemployment and job search techniques, together with his colleague Ms Jill Chambers, responsible for course organisation and recruitment, and a small office staff, successfully built up a friendly and supportive atmosphere. This was vital in a programme which sought to assist people who were in the personally distressing and

demoralising situation of unemployment. Its value was shown in the support period which followed the initial course. This was a period of up to six months further support, including access to facilities such as reference material, typing, photocopying and so on. The support period also allowed for up to five half days when individual counselling would be available. The unemployed graduates on the programme were also encouraged to drop in informally and to annotate their own records with any relevant information. After the first course (Graduate Bridge One) fifty per cent of the participants found jobs, while the remainder took advantage of the support facilities. The pioneer programme was followed by Graduate Bridge Two and Graduate Bridge Three. At that point, financial support from the MSC stopped.

H.2e The pilot scheme described provides a good example of a concentrated assessment opportunity, combined with training in job search techniques. In some respects, it resembles the Graduate Gateway programme, but lacked the invaluable opportunity of placement and project work with an employer. That being said, the initiative was a useful one. The principal tutor employed a perceptive course evaluation technique the results of which are attached as a Note to this section.

H.2f NOTE

Graduate Bridge Programme — To: GBP Course Team

Intermediate Evaluation - Summary — From: Chris Rice

Course members were given a short questionnaire to complete at the end of the taught element (Module 3). This document is attached as an Appendix and it is to be noted that it is entitled 'Intermediate Evaluation' - highlighting that it is purely operating at the reaction level at some midway point in the process of getting the members into career posts. The limitations of reaction evaluation are accepted and acknowledged but in the case of pilot courses any evaluation is better than none.

Analysis

The first instrument identifies the elements of the course provided - the elements broadly coinciding with the taught sessions. The summarised data (attached) clearly identifies that the response was very positive - no session receiving ratings of less than 'neutral' with the overwhelming majority in the 'useful' and 'very useful' categories. Analysis by weighted average identifies the degree of 'user approval' - it is to be noted that the lowest ratings averaged better than 'useful'. Overall the interview skills, C.V. design and group selection methods come out most highly rated by the group which is, reassuringly, what might have been expected from our initial analysis of the training need.

The second measure attempts to gauge the participants' perceptions of changes resulting from the training. It is a very 'soft' measure but has the advantage of allowing a post-course reappraisal of skill levels existing before the start of the course. Analysis was by measuring the distance between A & B marks in mms. While this measure has no objective meaning, it is suggested that this distance most accurately reflects the respondent's feelings about the changes that have occurred. One person appears to have misplaced her A's and B's but if this is accepted as a mistake then every course member reports sizeable improvements on all the scales. These scales were chosen to represent the objectives of the course. Again, the mean and rank figures are relatively meaningless other than to note that the original scales offered 70mm as the maximum distance available on which to score.

Feelings of confidence, greater self-awareness and better perception of employers' needs come through as the predominant issues raised in the open ended questions. In the improvements section the comments regarding more on cold sell letters, greater use of test scores and the inclusion of a public sector employer deserve attention. The issues of counselling during this first phase and closed circuit television for interview skills were conscious policy decisions and consideration will be given to changes in these areas (although I would not wish to change).

Summary of Answers to Questionnaires to Participants

As you know this course has been a pilot, and, as such, it is important that your reactions to the last couple of weeks are charted and acted upon. This questionnaire will be treated as confidential within the course team and MSC but will be used to improve/adapt future programmes.

Please mark an X on the following scales to describe the elements of the course:

	-2 Useless	-1 Not much use	0 Neutral	+1 Useful	+2 Very Useful	Weighted	Rank
Aptitude Tests			11	111111	11111	16	9=
Personality Tests				111111	1111111	20	4=
Outside Speakers (Boots & Plessey)			1	11111	111111	19	6=
C/V Design				111	1111111111	23	2
Letters of Application			11	111	11111111	19	6=
The Marketing Approach			11	111111	11111	16	9=
Recruitment and selection systems			1	11111	111111	19	6=
Interviewing Skills			1	1111	11111111	20	4=
Group Selection Methods				111	1111111111	21	3
Interview Skills (as applicant)				11	11111111111	24	1

Graduate Bridge Programme, Trent Polytechnic, 1986

Please mark on the following scales an A for the position you feel describes your situation prior to the course. Mark a B for the position that you feel describes where you are now.

	Bad													Good	Weighted	Rank
Awareness of my strengths & weaknesses	18	23	24	32	9	47	45	44	59	60	30	44	40	475	36.16	3
Ability to interpret adverts	10	46	5	32	7	22	31	30	21	44	45	48	19	340	26.15	7
Ability to write a good application	22	24	13	9	38	31	40	39	32	59	25	66	60	458	35.23	4
Ability to write a good C/V	28	64	40	8	22	37	50	39	64	56	49	51	90	598	46.00	1
Ability to cope with tests	22	48	6	28	7	40	50	9	19	44	31	34	20	358	27.59	6
Ability to cope with interviews	19	29	30	55	23	41	32	34	34	27	10	21	46	401	30.85	5
Ability to cope with group selection	42	52	32	20	38	37	30	40	35	43	20	31	50	470	39.17	2

Graduate Bridge Programme - Trent Polytechnic 1986

H.3 Graduate Link

H.3a This was a scheme which operated at Portsmouth Polytechnic between 1983 and 1986 and which may be seen as an example of local initiative, coupled with encouragement to self-help. It was sponsored by the Careers Advisory Service, accommodated by the Students Union and, as part of the Voluntary Projects Programme, was financed initially by the Manpower Services Commission. This enabled the scheme to employ and support Project Workers whose main tasks were to:

a. Co-ordinate voluntary opportunities for graduates.

b. Help graduates develop business and community work ideas.

c. Provide and co-ordinate skill training.

d. Co-ordinate a 'welfare advice service'.

e. Provide access to Polytechnic and Student Union activities and services.

f. Initiate and support a Graduate Association.

H.3b After twelve months' activity which were, according to the Final Report, fraught with disagreement between the project and its sponsor, over the terms of reference for its activities, MSC financial support was withdrawn. After interim support from the Board of Governors of the Polytechnic, financial backing until March 1986 was given by Hampshire County Council. According to the Final Report, this change allowed the project to 'take on new, more responsive terms of reference'. The

intention was clearly to provide an 'alternative' to what was seen as the 'traditional' Careers Service. It also recognised that the latter were stretched for time and resources and had an immediate obligation to final year students and, if possible, to those freshly graduated, but could not extend this cover to all those in need of help.

H.3c Graduate Link encouraged self-help, mutual aid, a relaxed approach and an imaginative approach to finding a satisfying occupation. It was conscious particularly of the need for the development of self-confidence, together with what it termed 'life skills', again seen as missing from most academic courses. The provision of unhurried counselling and support to graduates who, in some cases, had suffered a severe loss of morale and self-esteem, was seen as the project's main objective.

H.3d This is also the main purpose of the various unemployed graduate self-help groups that have emerged from time to time, some, such as Sunderland, Preston and Manchester, also with MSC financed workers. The existence of external financial support is obviously crucial to the maintenance of continuity and to the ability to secure adequate accommodation and resources. Without such backing, such groups tend to have a limited life, according to the severity of graduate unemployment, the presence of a core group, or even an individual, prepared to provide co-ordination voluntarily. The fact that they continue to spring into existence may be taken as an indication that unemployed graduate groups could still have a role to play.

H.3e This is the view of the National Union of Students. Certainly, such groups can provide relaxed peer group support of a kind that more official agencies cannot easily offer. In so doing, they have provided many unemployed young graduates with a safety net when it was needed most. What may be necessary to ensure this in the future, is to provide a basic organisational and financial continuity, without stifling the quality of independence and self-determination. It may be that, with grant aid, the NUS would consider co-ordinating, nationally and locally, a network of such groups, in consultation with AGCAS and the various student Welfare Services.

H.4 Graduate Conversion Courses: The BBC Engineering Department

H.4a In a general sense, it is probably true to say that all graduates, even those following highly vocationally specific studies are subject to a process of conversion on entering employment. After recruitment, personal qualifications and attributes are adapted to the requirements of the task and to the objectives of the employer. Again, certain occupations, such as Education, Accountancy, the practice of Law, welcome graduates from any subject background to a formal process of 'conversion'. This applies also to some areas of Information Technology (I.T.) eg. computer programming, though for many of these posts a degree in Computer Science will be specified. (The I.T. courses under MSC sponsorship are mostly aimed at Science graduates, who are then 'converted' to I.T. specialists, though numerate graduates from other disciplines are sometimes eligible.) Again, some occupations, such as Architecture, Engineering and Medicine, insist upon the fulfilment of highly specific and lengthy entrance requirements. These effectively exclude graduates from other subject areas. However, from time to time, efforts are made to convert graduates from other disciplines into what may be described as para-technologists. Such efforts have not usually been sustained in any systematic way though it is through them that the term 'conversion' is likely to achieve special significance.

H.4b One such project, currently being developed with some success, is that undertaken by the Engineering Department of the British Broadcasting Corporation. Because of foreseen demographic

trends (ie. diminishing age groups) and the persistent shortage of trained engineers, the BBC took the decision in 1985 to essay a conversion programme whereby graduates in any discipline would be recruited as trainee transmission engineers provided only that they possessed O Level or preferably A Level GCE qualification in mathematics, together with other personal characteristics.

H.4c The advertisement for the first such opportunity in 1986, attracted four thousand applicants for the twenty-five places available. The candidates (see attached diagrams) came from a wide range of degree subjects and were broadly categorised thus:

45% Natural Sciences
25% Physical Sciences
20% Arts and Social Sciences
10% Mathematics

Most were recent graduates though some had graduated a year or more ago. About two thirds were unemployed, the remainder in posts which they regarded, for a variety of reasons, as unsatisfactory. Women formed some thirty per cent of the applicants and about the same proportion of those appointed. Candidates whose C.V. and application form indicated a broad range of interests, activities and achievements, were called for interview.

H.4d Selection was then made on the basis of performance in various psychometric tests including assessments of personality and especially trainability. There followed interviews in which

the candidates' general knowledge of and interest in broadcasting was discussed, together with his or her understanding of and commitment to the type of work on offer. Successful applicants came from a variety of educational institutions and degree backgrounds. It is notable that degree classification, which ranged from the First Class to the Pass amongst those appointed, was said by the recruiter not to be a significant factor in the final choice.

H.4e The conventional level of entry for transmission engineers is with Science subjects at Advanced Level G.C.E. For these graduates a crash 'Access' programme, lasting three weeks and concentrating on mathematics and electronics was devised, following which most trainees proved capable of keeping up with A level entrants on the normal fifteen week initial training course, though some did require extra tuition to help them cope at this stage. Eventually, all those admitted via the 'Access' programme completed the initial course and passed through to the two and a half year broadcasting engineer programme which combines practical and theoretical training.

H.4f Senior management within the BBC are apparently well-satisfied with the success of their 'conversion' programme and this mode of entry is being continued during 1987 and perhaps beyond. It is emphasised that such a programme is economically feasible only on the basis of an already well-founded training provision to which graduates represent a marginal accretion. To set it up without this background would be a more formidable task.

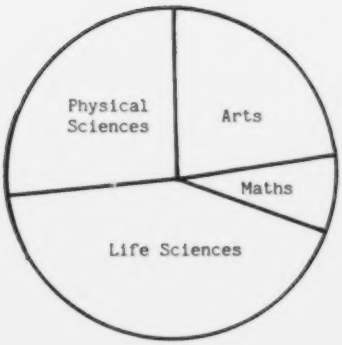
H.4g What this initiative appears to demonstrate is that, provided candidates are numerate, through an appropriate access programme it is possible to 'convert' graduates from non-engineering, even non-science, disciplines to at least the technician level in operational, as distinct from research, fields with the possibility that some may well attain in due course full professional status. The fact that learning potential in such a context is apparently unrelated to initial degree class is worthy of note. This experiment would seem to indicate that there may be a substantial number of unemployed, or unsatisfactorily employed, graduates capable of responding to the opportunity to learn a novel skill.

NOTE: Diagrammatic illustration of the recruitment process is attached.

BBC Engineering 'Conversion Course' (1986)

Origin of Candidates

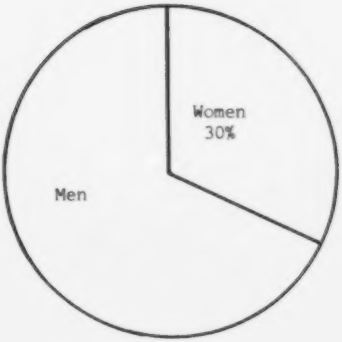
Employed/New Graduate/Unemployed



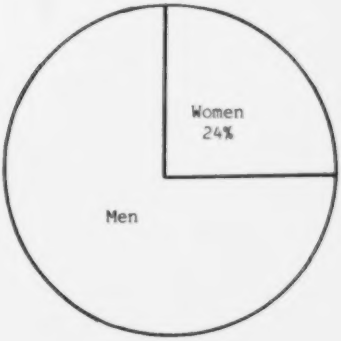
Disciplines

BBC Engineering 'Conversion Course' (1986)

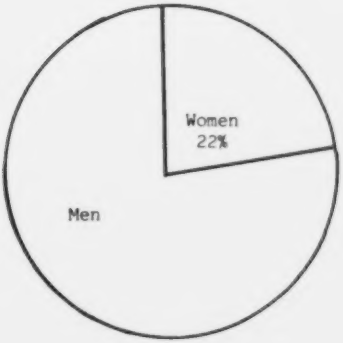
Application To Offer - Men/Women



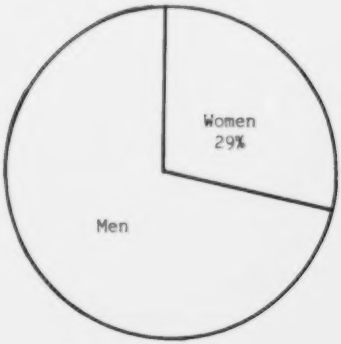
Applications Received



Preliminary Interviews

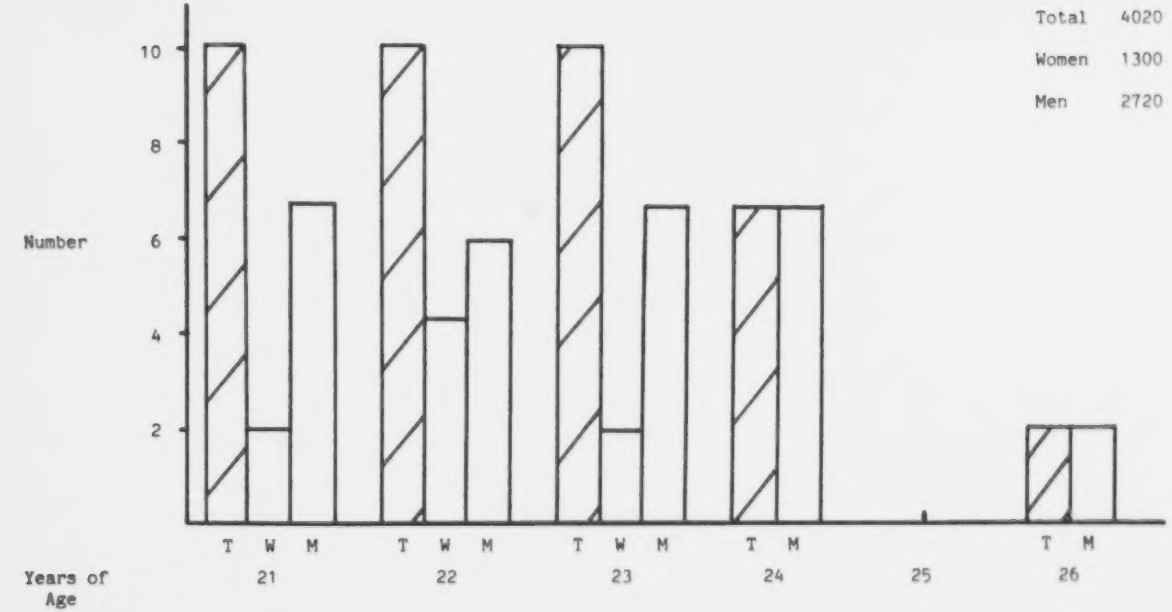


Selection Board



Offers

AGE AT APPOINTMENT



Appendix H

H.5 The Danish Example

H.5a During the period when the FEU project was being formulated (1985), an opportunity arose to observe how the problem of graduate unemployment was being tackled in Denmark, also a member of the European Economic Community. The programmes observed were organised at the Jutland Technological Institute, Aarhus covering the northern part of the country.

H.5b In the late 1970's, the Danish Ministry of Labour noted from its records of unemployment benefit payments, that an increasing number of graduates were failing to secure posts. The subject areas worse affected were in the Arts and Social Sciences, including Social Administration, Librarianship, Biology and Education. Traditionally, graduates in such subjects looked for employment in the public service where expectations were being frustrated because of the constraints imposed upon the growth of public expenditure. The waste of educational investment and of high grade human potential implied by this trend was especially painful in Denmark, a small country (population 5 million), with few natural resources, yet aiming to maintain a high standard of living for its citizens. Accordingly, when the Jutland Technological Institute, already experienced in providing research and training facilities for firms in the region, suggested a specific remedial programme, the Danish Ministry of Education proved highly receptive.

H.5c The basic notion was to provide short 'conversion' courses which, through a combination of theory and practice, would

enable unemployed graduates to utilise their educational background and learning ability in order to acquire competence in a fresh, vocationally specific area, such as finance, marketing, exports, personnel, information technology and so on. The most common model adopted involves a two - six month access course at an appropriate educational institution which includes a two - eight week employer attachment. This is followed by a four month placement with an appropriate, ie. not necessarily the same, employer. Besides the specialist element, courses include basic business and commercial knowledge as well as offering personal counselling help with self-presentation.

H.5d These programmes are open to any recent graduate in selected disciplines, ie. where unemployment is judged to be high, and although it is not strictly necessary to be out of work to be eligible, length of unemployment is a prime selection criterion. The employment placement rate averages about 65% and higher, 95%, in the case of those who opt for training in Information Technology where entry is more competitive and the period of training longer. Opportunities are also provided for the development of entrepreneurial skills. Agreement between the Ministries of Education and Employment ensures that participants continue to draw unemployment benefit, together with out-of-pocket expenses. The training programmes are adequately resourced and employers receive a subsidy of approximately 50% of salary costs during this period; they must, however, show evidence of a proper training schedule. There are some four hundred graduates following such conversion programmes

nationally each year and it is suggested that their eventual placement has a multiplier effect, by enabling firms to develop and, possibly, to take on yet more staff from the general unemployment pool.

H.5e The Danes argue that the programmes make a significant contribution towards the reduction of unemployment amongst the younger age groups. On this basis it has been able to gain a contribution from the European Social Fund to match the cost of its own investment. Moreover, it has been calculated that if the formerly unemployed graduate participants work subsequently for one year only, the saving in unemployment benefit, together with the income and other tax revenue generated, covers the basic cost of the conversion programme. In addition, of course, there is the recovery of the higher educational investment already made.

H5.f The characteristics of the Danish example are its:

- treatment of the graduate sector as a category distinct from the general problem of unemployment;
- concentration upon particular occupational or professional specialisms in direct response to employer indication of need;
- openess to any young unemployed graduate in designated subjects where unemployment is high;
- development of a partnership between the Ministry of Education and the Ministry of Employment both to monitor

the programmes within the country and to secure external financial support from the European Social Fund;

- prospect of exchange arrangements, involving the UK, both in respect of students and staff on the course and with employers offering bulk experience.

Because of the importance of this European example, a full account of the Jutland Technological Institute Programme, taken from Danish sources, is attached as a Note to this section.

Appendix H

FURTHER NOTE ON THE DANISH EXAMPLE

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TECHNICAL AND MANAGEMENT SERVICES TO HANDICRAFT AND INDUSTRY
PATRON: HER MAJESTY QUEEN MARGRETHE II OF DENMARK

"Untraditional Employment in Industry"

Background

In order to understand the situation in Denmark today in relation to the following comments, a brief overview of the traditional employment of persons with 'soft' higher qualifications is perhaps essential.

Traditionally education at universities within the humanities has been directed towards employment in the public sector, particularly in teaching at upper-school level. As qualification for teaching at this level usually demanded that a prospective candidate obtained both a major and a minor degree (ie. an M.A. in the main subject and a two years study in the minor subject) the duration of university education has typically been between six to eight years.

The decline in pupil numbers in schools has resulted in high unemployment amongst this group of graduates and primary school teachers. Simultaneously, cuts in the public sector have further exacerbated the situation, not only for the above mentioned group, but also for those other graduates typically employed in this sector, eg. psychologists, sociologists, public administrators, architects and librarians. It should be borne in mind that employment in the public sector has traditionally exceeded 50% of total employment in Denmark.

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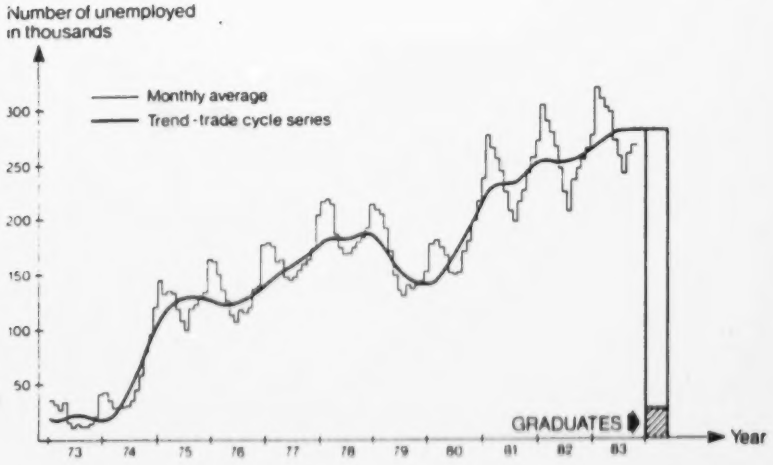
Like other West European countries Denmark has experienced severe employment problems during the last ten years. Approximately 10% of the manpower are unemployed.



A large number of these (approximately 25,000 in all) have undergone a higher education with a view to employment within the public sector (administration, education, health services, etc.).

The following groups have especially experienced difficulties in obtaining traditional employment:

Humanities graduates

Architects

Teachers

Librarians

- a highly educated but under-utilized manpower reserve.

According to "Danmarks Statistik" (The Danish National Bureau of Statistics) it is estimated that by the commencement of the new millennium every third person without employment will be a graduate.

Many consider the problem as an inconceivable 'waste of talent' and economically the price is very high, as the public expenses in connection with the education of teachers, architects, humanities graduates, etc. amount to Dkr 400,000-800,000 per candidate.

At the same time, the rapidly expanding areas of Danish business cannot find the highly qualified manpower they need. In this lies a paradox.

During the last years many firms and lines of business have become aware of the central qualifications which these unemployed graduates possess:

Their general academic qualifications, such as

- analytic skills
- communication
- systematic problem-solving
- teaching expertise
- critical readiness
- creativity, etc.

as well as the so-called "private sector's fifth competence" - language and culture which today is just as vital for many firms as the three traditional fields of competence: management, sales technique and economy.

The many examples of successful, untraditional employment of 'soft' qualifications in private firms are followed with an increasing interest.

Appendix H

Since 1981 the Jutland Technological Institute (JTI) has been deeply involved in bridging the gap between expanding private firms and highly qualified unemployed applicants.

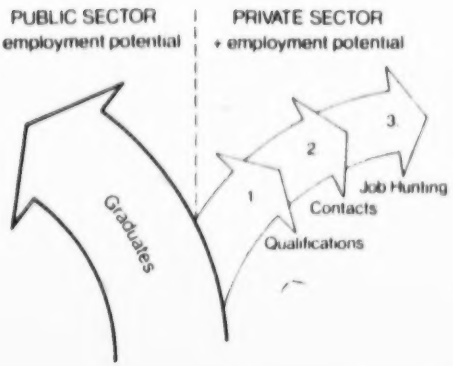
In co-operation with the Ministry of Education a number of initiatives have been taken and many different supplementary training courses have been established.

The employment effect of these efforts is very satisfactory and has resulted in many untraditional employment possibilities.

The difference in attitude between the private sector and the graduates has been reduced, and new tendencies can be noticed both in the established educational system and in recruitment trends in the private sector.

In co-operation with the Ministry of Education, the Institute runs regular arrangements and courses, where the requirements for special tasks within the private sector are confronted with the graduates' particular qualifications.

During the last three years JTI has developed and implemented supplementary courses for unemployed graduates. The intention is partly to improve the unemployed graduates' chances for permanent employment in the private sector, partly to assist the private sector in using these unemployed graduates.



On the basis of our contact to expanding firms and our familiarity with the special needs of the business community, we have established short-term courses that are aimed precisely at the special job functions within firms where highly educated people are needed to solve special tasks. Our concentration is on areas in which unemployed graduates can be effectively trained in the course of a short period.

The courses are carried out in close co-operation with the private sector according to a model, which opens up the possibility of very close contact between course participants and firms.

The tuition is executed on as practical a level as possible with introduction to actual working functions, ie. by using cases, examples and elements of on-the-job training and project work.

Before the start of the course an analysis of manpower and qualification requirements within a particular sector is undertaken. An integral element of the subsequent course is an industrial follow-

up group which acts as a sparring partner before, during and after the course.

The Institute holds four to five courses per year for twenty to thirty unemployed graduates, directed towards different sectors of industry.

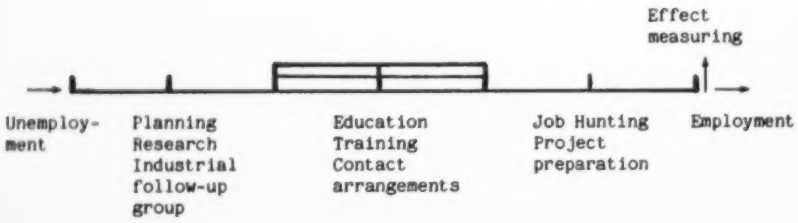
The following groups of unemployed graduates have participated in the courses:

- architects
- biologists
- librarians
- teachers
- geographers
- humanities graduates
- journalists
- psychologists
- social workers

- sociologists, cultural sociologists, ethnographers
- dentists

During the period of two months after the courses, this contact to the private sector is strengthened and increased; most of the employment take-up occurs during this period.

The development up till now can be described, as follows:



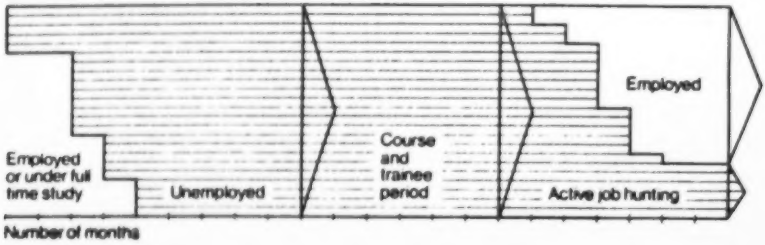
A specially developed module in job hunting has been included as an important element of the whole retraining process.

The module includes:

- assertiveness training
- career planning
- job hunting techniques etc.

The effect of each training activity is systematically measured three months after the end of the actual course. The results show that these activities greatly improve the participants' job possibilities. The cause of this is partly that the participants with 'soft' higher qualifications have been made aware of the many niches for untraditional use of their qualifications within the private sector, partly because they are able to convince employers of the value of their qualifications.

Approximately 60-70% of the course participants have jobs within a few months of completing a course.



JTI's general resources within this area include:

- a knowledge of the private sector's needs for qualifications and expanding niches.
- familiarity with the established educational systems and their relation to these needs.
- a high-level professional insight into both technical and managerial subjects.
- a sound pedagogical basis.
- experience in project management.
- a knowledge of employment procedures, personnel management, and job hunting techniques.
- experience with training for the private sector.

As to more specific resources the following can be mentioned:

- a thorough knowledge of the qualifications of the various groups of unemployed graduates.
- experience with up-dating and redefining these groups' qualifications with a view to utilization in the private sector.

- experience with bridging the gap between private employers/unemployed graduates.
- experience regarding establishment of untraditional conditions of tenure (on the initiative of either private firms or unemployed graduates).

JTI is continuously working with establishing new supplementary training courses to improve the contact between the private sector and the unemployed graduates. We expect that many of our initiatives will in the long-term serve as a model for changes in the established educational system.

JTI's experience in utilizing the qualifications of unemployed graduates has proved to be a successful first step towards solving a considerable social problem that exists - not only in Denmark - but also in most West European countries. We are therefore interested in transferring our experience to other countries.

One means by which this kind of experience can be transferred is through the establishment of bilateral co-operation projects for the reduction of unemployment.

JTI will be starting its first bilateral co-operation programme in 1985.

This inquiry can be considered as an attempt of establishing a concrete form for exchanging experience across the frontiers.

In this way we hope to be able to intensify the effort to combat a serious employment problem.

Course Example: International Supplement

An eight-month internationally orientated course, it began in March 1987. Until we have a better name for it, we call it INTERNATIONAL SUPPLEMENT.

The basic idea of the course is to train unemployed graduates to become, for example, cultural advisers or export assistants to primarily internationally inexperienced Danish firms. At present, we are interviewing persons who are familiar with the concept of internationalisation - either in theory or in practice, in order to plan the course in accordance with actual demands.

The tentative curriculum is as follows:

- Two months theory at the JTI (international marketing etc.)
- Three months industrial placement in Danish firm. Preparation for subsequent placement abroad.
- Two months placement abroad, for instance in a subsidiary company. Objectives: market/cultural analyses etc.
- One month in the Danish firm/JTI. Presentation of the work done abroad, relevant theory, and conclusion of the course.

H.6 Careers Education and First Degrees

H.6a Careers Advisory Services had their origin in the decision at Oxford University in 1892 to form an 'Appointments Committee'. They have long appreciated that individual counselling as well as concern with placement was vital to their work. Placement without counselling could prove sterile, while counselling without placement is in danger of being unrealistic. In recent years this approach has burgeoned into the aspiration that career education should be, somehow, integrated with undergraduate education, rather than 'bolted on' as an extra when time and resources permitted. It cannot be said that in the past academics have characteristically appreciated this need nor have they generally supported moves in this direction. In current conditions, however, the pressures that have been indicated earlier have led to a re-evaluation of the function of the Careers Service within Higher Education, with the probability that it will be admitted to a more central and influential role.

H.6b In December 1986, a review of initiatives in career education appeared in 'Phoenix', the newsletter of the Association of Graduate Careers Advisory Services, when three Polytechnics (Oxford, Portsmouth and Sheffield), a College of Higher Education (Ripon and York, St John), and a University (York) reported on their various approaches. The Career Orientated Degree Programme of the College of Ripon and York, St John, validated by the University of Leeds, has been extensively documented and evaluated by the college staff. It provides

an interesting example of what may be achieved once a policy decision has been made to provide integrated career education. In May 1982, Mr J M Jennings, Director of BA and BSc programmes at the College made a successful application to the Royal Society of Arts for recognition under the Education for Capability Movement. It has been thought worthwhile to provide a summary of the detailed account of the Programme given on that occasion, together with reference to subsequent developments. The scheme has been consolidated and expanded since its inauguration, while the basic aims and structure have remained unchanged.

H.6c The Career Orientated Degree Programme was instituted on the foundation of the college in September 1975. It attempts to offer a form of higher education which is claimed to be 'relevant to the working world'. Students are allowed to negotiate their academic programme to some extent, though practical placements and careers education are compulsory and directed towards increasing student employability. On entry to the College, the majority of students have no clear idea as to career intention and early experience suggested that they were not, at that stage, ready to make well-founded decisions. The early part of the careers education programme was, therefore, devoted to the clarification of aims and the provision of courses in skills which could help to remedy weaknesses or provide new areas of interest.

H.6d By the beginning of the second year, the intention is that the student will be in a position to select one of six broad

categories of work and to follow two related short courses, designed to provide information about career opportunities and make clear the skills and personal attributes necessary for success. The six categories are:

- Commerce and Industry.
- Public Administration and Community Care.
- European Opportunities.
- Applied Science.
- Recreation, Arts and Media.
- Teaching.

A specialist tutor is put in charge of each of the groups, working within these categories.

H.6e At the end of Year Two there is a period of four weeks when the student undertakes a work placement. These placements are not only of value to the individual student, but provide the College with a wide range of contacts in the world of work, and allows it to publicise its courses and distinctive approach to higher education. The third and final year of the programme is concerned with building on the experiences gained on the placement and on preparing students in techniques of job search and job acquisition.

H.6f Originally, the most important problem was to see whether it would prove possible to find suitable and sufficient practical placements. The first BA/BSc entry was of sixty students (in 1975), but numbers rose rapidly to reach an annual entry of approximately two hundred and fifty. In practice, a wide range of placements was found, especially after it was decided to

allow students to extend the geographical range of placements. This meant that many were able to take advantage of personal contacts to arrange placements in their home areas. It should be noted also that some placements are now undertaken outside the UK.

H.6g As a development of the programme, it was decided to introduce a series of short courses, to be taken in year one of the programme which would enable students to acquire additional skills or interests which would be of value in securing employment. These courses are intended to be of a supplementary nature where, for example, a student of Science may take a course in spoken or written English or a student of the Humanities may take a course in statistics or computing. Each student is required to do two such courses, one in each semester. In certain cases, where a course involves initiation into a practical skill, the second course may be a continuation of the first.

H.6h Through such improvements, the College has reached the stage where students follow a sequential programme in career orientation during their BA/BSc degree studies. It is designed to progress from a point where new students are largely ignorant of career opportunities and the world of work. After a year spent acquiring both information and supplementary skills, they are asked to choose a broad employment category on which to concentrate during the second year. During this period they discover the range of opportunities within the category selected and then choose a specific activity in which to gain their work

experience. In the third year, there is a period of assessment and the establishment of practical skills of job search and job acquisition. Some students complete a fourth year of study, when this process is continued.

H.6j The explicit intention is to improve the employment prospects of the College's graduates. It was assumed that many were likely to be at a disadvantage in the graduate labour market. This was explained by the lack of confidence consequent upon modest academic performance at school, the fact that most are taking 'liberal arts' subjects which are not vocationally specific and, finally, by the fact that the majority of women who, in spite of recent moves towards equality, still find progress difficult in many fields. The Career Orientated Degree programme was thus designed to bring about a 'radical change of attitude in a student body largely ignorant of the world of work and their likely place in it, and in academic colleagues trained in a subject centred approach to learning with a stress on the pure rather than the applied'. What has emerged, is a high level of co-operation between the academic staff and the careers advisers, with the pleasing outcome that the percentage of leavers placed satisfactorily on graduation has been consistently high. What further encourages, is the range of employment, training and further study now being followed by the College's graduates. The observation is that as, each year, this range is extended, so commitment grows to the integrated degree programme and that 'it is no longer the principle of career-orientation that is debated in the College, but how to do better the work already begun'.

H.6k Another effort at career education worthy of note is the Pegasus Project, which operated at Cambridge and York Universities and at Portsmouth Polytechnic during 1986. Pegasus was an outcome of the discussions of a group of academics, careers advisers and employers which meets regularly at Churchill College, Cambridge. The project was given considerable financial backing by a leading firm of accountants who also seconded an experienced project manager to help individual institutions secure additional resources. The project's object was to provide second year students with a range of tasks, challenges and experiences beyond their conventional academic studies. These would enable such students to gain in confidence, develop personal skills, form clear career objectives, achieve insight into the responsibilities, problems and rewards of employment and, finally, to obtain practical assistance in securing 'high grade' appointments on graduation.

H.61 Three features seem common to the various Pegasus schemes:

a. It was an 'elite' concept which aimed to, and did, attract very able students, who were to be groomed for positions of leadership after graduation. The participants have been volunteers who demonstrate considerable motivation and enthusiasm. A strong sense of group identity, perhaps even 'corps mentality', was encouraged and largely achieved. In a sense, therefore, it was seen as a talent spotting exercise, akin to 'officer recruitment'.

b. The financial assistance available allowed a more ambitious programme than that available normally to Careers Advisory

Services. This included residential weekends, the provision of materials, the opportunity for regular meetings, guest speakers and advisers and visits to employers. It was, however, an extra, not intrinsic to the degree course and was offered, in more or less the same form, at both an ancient and a modern university and at a polytechnic.

c. Finally, despite original intentions, members of the Careers Advisory Service were, in practice, to play an extensive role in running the project. Though often stimulating, such a contribution can not be sustained indefinitely without neglect to the needs of the vast majority of students not included in such a limited programme.

H.6m It is also necessary to note the highly effective programme which, originated and developed by the Cambridge based, Careers Research and Advisory Centre (CRAC), is now offered by a large and increasing number of institutions of higher education. This is the Insight into Management programme, designed for penultimate year students. Insight courses bring together students and young managers, often themselves graduate members of the institution, for a three or four day residential course, during vacation. The course leader, usually provided by CRAC, is assisted by the local Careers Advisory Service, which is responsible for recruitment and for local organisation. The course provides an opportunity to share the experience of young managers, to attempt a number of management problems, usually as

part of a team, to compete in a business game and to join in an analysis of business policy, led by a high level practitioner from either the private or the public sector.

H.6n Although participants are expected to pay a fee of around £20, each course must be heavily subsidised, mainly from employer contributions, secured either directly or indirectly through CRAC's extensive range of contacts. Such contributions are made partly in cash and partly in kind through the secondment of personnel and the provision of materials and facilities. The host institution may also contribute, not only through the use of its Careers Advisory Service, but also by reducing accommodation charges, etc. The number of students attending any one Insight course might approach one hundred and some of the larger institutions may offer two such programmes, each year, in order to meet student demand. The programme is undoubtedly popular, relatively cost-effective and successful in meeting the objective implied in its title. It should be noted that different types of Insight course are now being developed. These are currently:

- 'Insight into Management'
- 'Insight into Enterprise'
- 'Insight into Careers in Finance'
- 'Insight into Careers in Technical Management'
- 'Insight into Careers in Retailing and Distribution'

There are also two courses for teachers entitled 'Bringing Industry In ..'

H.6p Careers Services have long argued that an integrated programme of careers education should be intrinsic to a student's degree studies. It is recognised also that the support and participation of academic staff, together with an allocation of additional resources, would be necessary for its proper operation. The former may be won, particularly as academic staff come to realise that integrated careers education, far from being a surrender to an excessively narrow and short-term vocationalism, is in practice an effective defence against it. This is shown by the experience of the College of Ripon and York, St John. The allocation of resources to this task is more problematic and is in the end a question of educational vision and political will, both within higher education and on the part of Government. It assumes a commitment to the general intellectual and cultural value of higher education to British society and a recognition that any contribution to economic wellbeing comes from its encouragement of openness, stimulation, reception and adaptation of fresh ideas and development of independent, critical judgement. These qualities, which we have seen are keenly sought by employers, do not belong exclusively to any particular academic discipline, but are common to the best educational endeavour. An integrated programme of career education can show this, to the advantage of students, staff and, of course, those who employ them.

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Association of Graduate Careers Advisory Services

Association of Graduate Recruiters (formerly SCOBU)

British Broadcasting Corporation

British Overseas Trade Board

Cambridge University (Careers Advisory Service)

Cardiff University (Careers Advisory Service)

Careers Research and Advisory Centre, Cambridge

Centre for Labour and Management Studies, Nottingham University

Central Services Unit, Manchester

College of Europe, Bruges, Belgium

College of Ripon and York, St John

Commission for Equal Opportunity

Confederation of British Industry

Council for National Academic Awards

Department of Employment (EMRU)

Department of Education & Science

Department of Trade and Industry

Derbyshire College of Higher Education

Derbyshire Chamber of Commerce and Industry

East Midlands Regional Management Centre

Edinburgh University (Careers Advisory Service)

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Manchester University (Careers Advisory Service)

Manpower Services Commission

Ministry of Education, Copenhagen, Denmark

Missenden Abbey Management Centre

National Extension College, Cambridge

National Union of Students

North East London Polytechnic (School of Independent Study)

Nottinghamshire Chamber of Commerce and Industry

Nottingham University (Careers Advisory Service)

Osnabrück University, Federal Republic of Germany

Oxford Polytechnic

Pegasus Project, Churchill College, Cambridge

Portsmouth Polytechnic

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Royal Institute of Philosophy

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